

DISTRICT OF COLUMBIA

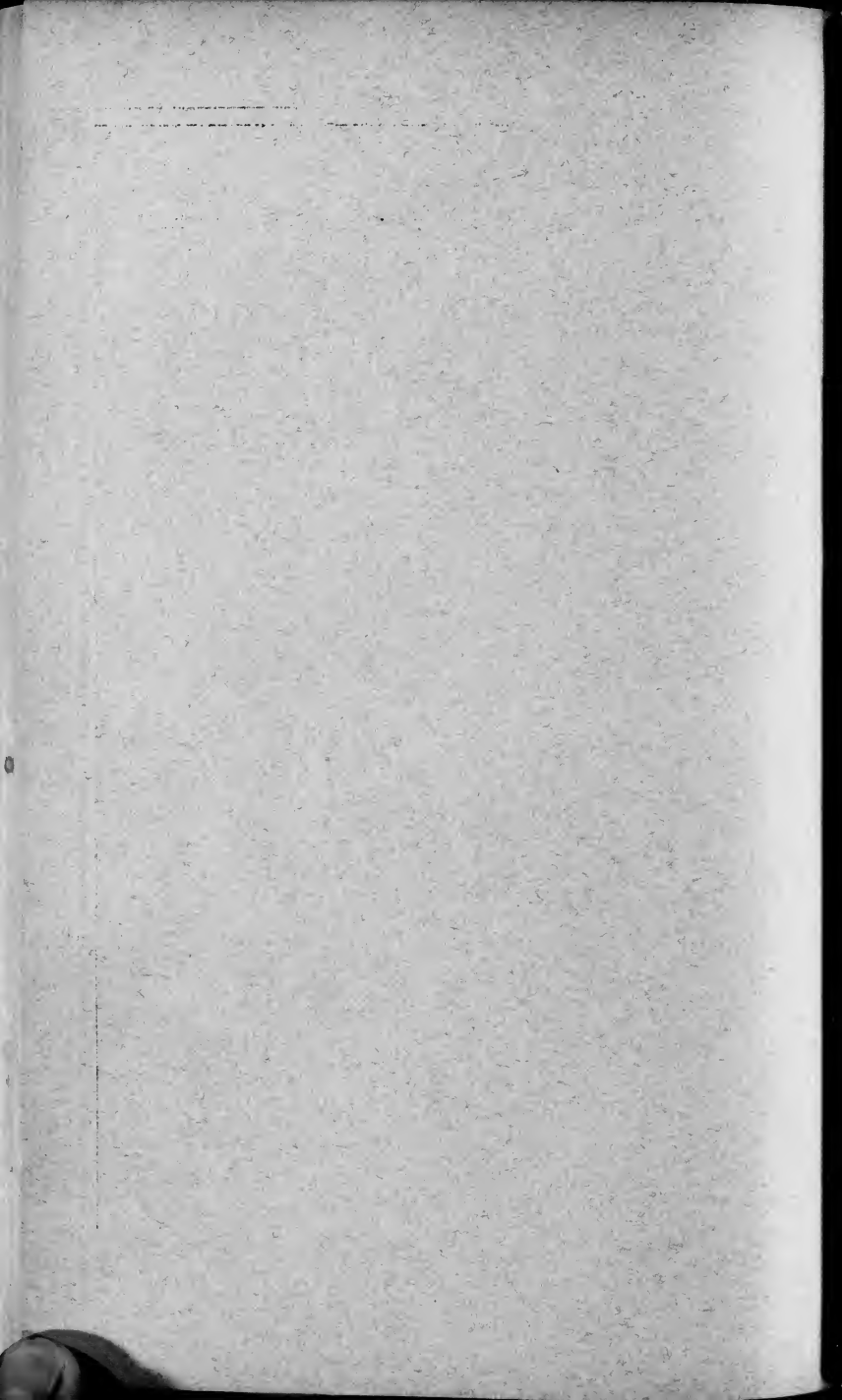
**Report of the
Board of Education**

1927-28

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REPORT
OF THE
BOARD OF EDUCATION
OF THE
DISTRICT OF COLUMBIA

1927-28



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON
1928

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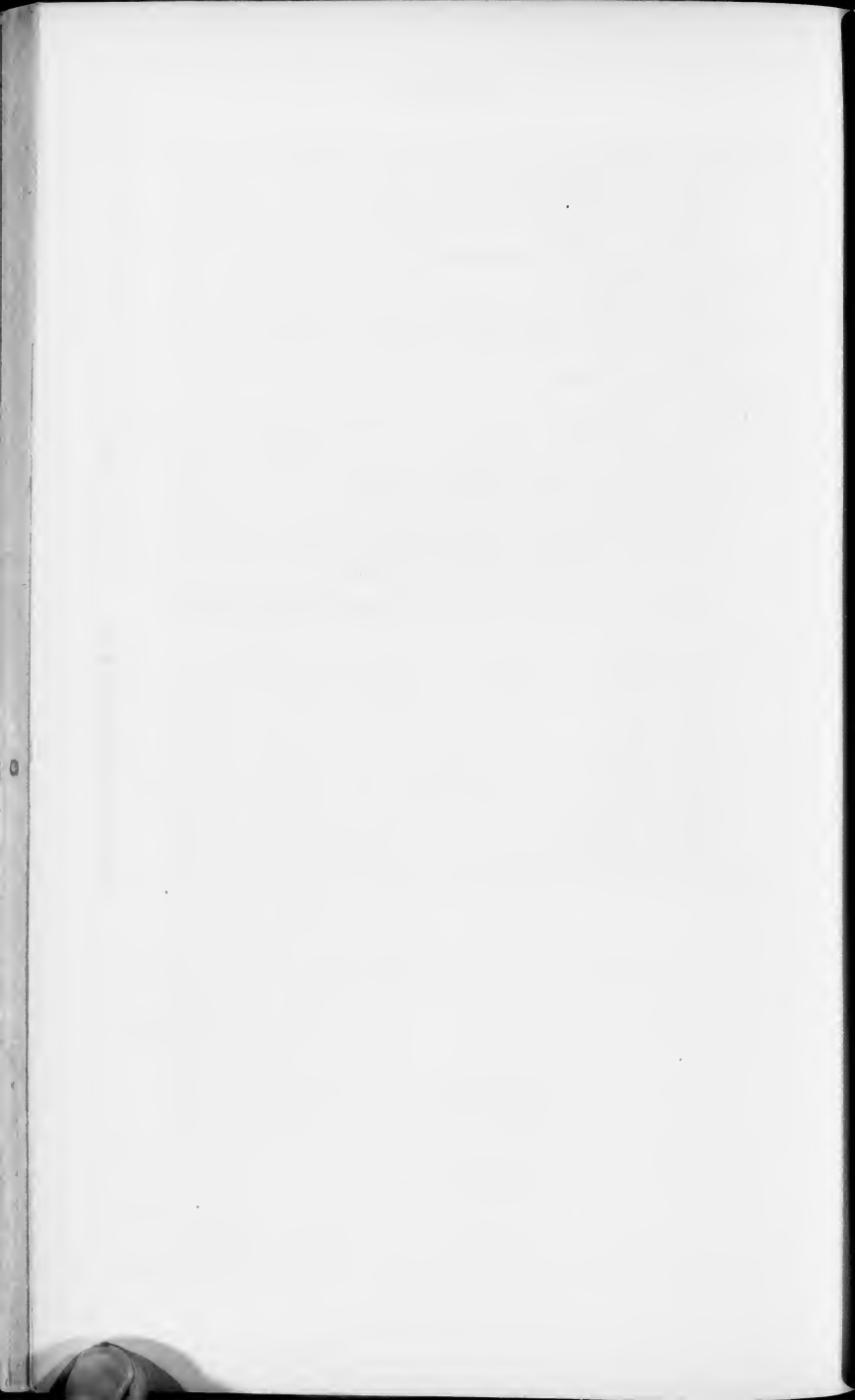
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LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

The accompanying report, prepared by the superintendent of schools at our direction, is for the information of Congress, national officers concerned with public education in the District of Columbia, the Board of Commissioners, and the citizens of Washington.

The past year has been an important one in the field of public education in the District of Columbia. The United States Bureau of Efficiency made a minute and critical survey of the public-school system, and its report is very gratifying to the Board of Education and to the public-school officials. It also contains many helpful suggestions which are receiving careful attention.

The course of professional training in the normal schools was extended from two to three years, and a study is now being made as to the feasibility of extending this course to four years and creating a teachers' college which shall give to the young men and women of this District an opportunity to secure a professional training that will better equip them for service in our own school system and create a demand for their services outside of Washington. It is believed that at slight expense the first two years of such a college with its broadened curriculum might be thrown open generally to our high-school graduates and other qualified persons.

Our Board of Education was largely instrumental in securing the passage of a new and improved law regulating the employment of minors and leaving the enforcement of the law to the Board of Education. Among other bills originating in the Board of Education is one for free textbooks for high schools. It is hoped that this bill may pass at the next session of Congress.

The board has sought every opportunity to keep in close touch with public opinion, and in one case, that of the employment of married women, conducted a referendum. A similar referendum was held on the subject of hours of study for younger children.

The effort to add assembly halls to our 16-room schools is materializing, and real progress has been made in the construction of junior high schools and of elementary schools. The new McKinley High School has recently opened its doors to students. It is believed to be typical of the best in architecture and usefulness.

In spite of the unnecessarily complicated methods under which the Board of Education is required to transact public school business, it is believed that, with the resources at its command, it has made real progress during the last school year, many of the details of which are set forth in the report prepared for the Board of Education by its conscientious and able superintendent.

CHARLES F. CARUSI,

President Board of Education of the District of Columbia.

OCTOBER 29, 1928.

SCHOOL CALENDAR

- 1928—Schools open (beginning of the first half year): Monday, September 17, 1928.
 Thanksgiving holiday: Thursday and Friday, November 29 and 30, 1928.
 Christmas holiday: Monday, December 24, 1928, to Tuesday, January 1, 1929, both inclusive.
- 1929—End of first half year: Thursday, January 31, 1929.
 Beginning of second half year: Friday, February 1, 1929.
 Washington's Birthday: Friday, February 22, 1929.
 Inauguration of the President of the United States: Monday, March 4, 1929.
 Easter holiday: Friday, March 29, to Friday, April 5, 1929, both inclusive.
 Memorial Day: Thursday, May 30, 1929.
 Schools close (end of second half year): Wednesday, June 19, 1929.
 Schools open: September 23, 1929.

DIRECTORY OF BOARD OF EDUCATION

1927-28

OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*
 Mrs. WILLIAM H. HERRON, *Vice President*
 Mr. HARRY O. HINE, *Secretary*
 Dr. FRANK W. BALLOU, *Superintendent of Schools*

Mr. Charles F. Carusi-----	818 Thirteenth Street NW.
Mr. Henry Gilligan-----	Otis Building.
Mrs. William C. McNeill-----	1423 T Street NW.
Mr. Isaac Gans-----	Saks & Co.
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Dr. H. Barrett Learned-----	2123 Bancroft Place NW.
Mrs. Howard L. Hodgkins-----	1821 Kalorama Road NW.
Dr. J. Hayden Johnson-----	1842 Vermont Avenue NW.

1928-29

TERM EXPIRES JUNE 30, 1929

Mr. Charles F. Carusi	Mr. Henry Gilligan	Mrs. William C. McNeill
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TERM EXPIRES JUNE 30, 1930

Mrs. Philip Sidney Smith.	Rev. F. I. A. Bennett	Mr. Isaac Gans
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TERM EXPIRES JUNE 30, 1931

Dr. H. Barrett Learned	Dr. J. Hayden Johnson	Mrs. Henry Grattan Doyle
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OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*.
 Dr. H. BARRETT LEARNED, *Vice President*.
 Mr. HARRY O. HINE, *Secretary*.
 Dr. FRANK W. BALLOU, *Superintendent of Schools*.

The Board of Education organizes each year at its first meeting in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1927-28, ending June 30, 1928. In form this annual report is similar to reports heretofore presented. The table of contents is believed to be sufficiently analytical to give information concerning the subjects treated in the superintendent's report, to make it unnecessary to introduce the report to the reader.

The superintendent desires, however, to call particular attention to Section III of his report, in which he has undertaken to outline a comprehensive program of work for the Board of Education and the school officials during the forthcoming school year.

Of the achievements of the past the Board of Education and the school officials and the citizens of Washington may be justly proud. To the consideration of the next possible steps in the improvement of the public schools, the superintendent invites the interest and co-operation of the board, the public, and all others interested in the public schools of Washington. The nine subjects described in Section III of this report are worthy of most thoughtful consideration during the coming school year.

The superintendent takes pleasure in stating that for the most part conditions in the public schools are unusually good. While the 5-year school building program act has not been thus far carried out so that it can possibly be completed in less than six years and possibly seven, nevertheless the schoolhouse accommodations that are being provided are taking care of increased enrollments and to some extent relieving congestion. The morale among all employees of the Board of Education is splendid. There is commendable interest on the part of the public and the press in public-school improvements. The fine co-operation that has characterized the efforts of the Board of Education, the commissioners, the Bureau of the Budget, and committees of Congress was everywhere evident during the past school year.

The superintendent gratefully acknowledges the inspiration and strength that has come from the sympathetic support of the officials and citizens of the District of Columbia in carrying the responsibilities imposed upon the superintendent and his coworkers.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.



REPORT OF THE BOARD OF EDUCATION, 1927-28

SECTION I. THE SCHOOL YEAR 1927-28

The school system is a constantly growing, expanding, and changing organization. Each year sees changes made in administrative policies and in building facilities. This section of the superintendent's annual report is devoted to a consideration of such matters. In general, the accounts are arranged in chronological order as the developments took place. The accounts cover action taken either by the Board of Education or by the superintendent of schools.

1. PREPARATIONS FOR THE OPENING OF SCHOOLS

Continuous efforts are being made to make adequate preparation for the opening of schools in September so that systematic classroom work may be begun on the opening day of school. This necessitates the exercise of much foresight and requires the combined efforts of all officials concerned.

At the request of the superintendent of schools, the assistant superintendent in charge of business affairs, Maj. R. O. Wilmarth, prepared a statement concerning some of the major matters to which his office had given attention in making preparation for the opening of schools in September, 1927. This memorandum was submitted to the Board of Education for its information on September 21 and is presented here in full.

SEPTEMBER 21, 1927.

Memorandum for the superintendent of schools.

I am submitting the following statement outlining some of the major matters connected with the work of this office in the preparations for the opening of schools in September, 1927:

When the plan for carrying out the work necessary for the opening of schools was first begun last fall the preliminary procedure was outlined in expectation that the schools would secure materials, in accordance with the previous practice, through contracts entered into by the Commissioners of the District of Columbia. When these plans were nearing completion the method of procuring materials was changed through a restrictive rider on the appropriation bill, and it became necessary for the schools and other District of Columbia organizations to secure their materials through the General Supply Committee and their printing through the Government Printing Office. This change was a radical departure from the procedure that had been followed in the schools for over a quarter of a century. It became necessary not only to develop a better and more satisfactory method of placing materials in the schools before the opening day of school but to reconstruct the procedure for the procurement of these materials to comply with the requirements of the Federal Government. This change in procedure has delayed the issue of materials to school buildings, but the cooperation of the officials concerned with the procurement of the materials has reduced this delay to a minimum.

EDUCATIONAL MATERIALS

The educational materials were procured through two systems. The majority of these materials were contracted for by the General Supply Committee. A small quantity of special materials was contracted for through the Commissioners of the District of Columbia. The schools were represented on the subcommittee of the General Supply Committee considering the award of contracts for school materials, and the General Supply Committee complied with every request of the school officials in regard to the type and quality of material desired. There was no delay in the procurement of this material. There was, however, a slight delay in the procurement of a small quantity of special material for use in the special classes and in connection with playgrounds, caused by the necessity of withholding the advertising for this material until after the administrative officers could determine that the desired material, or some other material that might be used for the purpose, was not included in the regular annual contracts of the General Supply Committee. The majority of this material was received and issued to the schools before the opening day.

The paper was advertised and contracted for by the commissioners. There was some delay on the part of one of the contractors in filling his orders within the time limit prescribed by the contract. The contractor has been penalized, as provided in his contract, for his failure to make delivery within the prescribed time. The bursting strength on the drawing and pencil paper was not in accordance with specifications, although the texture and finish of the paper was fully satisfactory for use in the schools. This paper when delivered was automatically rejected and later was accepted by the commissioners with a heavy penalty on the contractors for failure to comply with specifications. There was a surplus stock of drawing paper in the warehouse that was used for the first issue, so that the delay in the acceptance of this paper did not affect the schools. There was no surplus stock of the pencil paper available, and it was impossible to deliver this paper at the beginning of the first issue. Immediately upon the acceptance of the paper the warehouse began a special delivery to the schools, and there were few schools on the opening day that were without pencil paper. In these buildings there was other paper that could be used as a substitute for the pencil paper until the warehouse could reach them with the special issue of this paper.

TEXTBOOKS

There was a slight delay in the procurement of textbooks caused by a readjustment of the texts in the school system to secure the best distribution of usable texts and the most economical purchase of texts to replace condemned books. The first contract for textbooks covers replacement of tentatively condemned books, and these tentatively condemned books are not removed from classrooms until they are replaced by new books. The new texts were delivered to practically every school before the opening day, and those schools that did not receive new texts were not embarrassed in their educational work because of the availability in the buildings of the tentatively condemned books.

BLANK FORMS

Orders for approximately 5,000,000 blank forms to supply the schools during this school year were placed with the Government Printing Office early in July. Heretofore these blank forms have been printed under contract, the contract generally being awarded to one or two bidders, each of whom had available the plates necessary for the reproduction of the forms. The change from contractors to the Government Printing Office necessitated the preparation of a new set of plates by the Government Printing Office. There was, therefore, some delay in the furnishing of blank forms, but the Government Printing Office delivered into the warehouse all forms required for the opening of schools before noon on September 17. These forms were issued to the schools from the warehouse immediately upon delivery and no complaint was made to this office that there was a shortage of blank forms in the schools on the opening day.

CLEANING AND LIGHTING MATERIALS

All materials for cleaning and lighting were purchased through contracts entered into by the General Supply Committee, and while there has been some

delay in the delivery of this material to the warehouse, all material essential to the cleaning and lighting of buildings for the opening of schools was delivered to the respective buildings in accordance with the schedule of delivery.

PAPER TOWELS

Paper towels were procured through the General Supply Committee. In submitting the requirements of the public schools the size of the towel required to fit containers in school buildings was entered on the requisition. When the towels were delivered it was discovered that they were slightly larger than the towels heretofore used in the schools and would not operate in containers in the school buildings. The matter was immediately taken up and it was found that it would be impossible under the contracts to substitute a towel of a type that would fit in the school containers. Assurance was given that in the future towels of the correct size and type would be furnished the schools and rather than purchase several thousand containers for temporary use during the next two months, the school employees were requested to arrange for the use of the towels that had been furnished. Pending possible adjustments delivery of the towels from the warehouse was delayed, but they have already been furnished to a large number of buildings and the issue to all buildings will be completed within the next few days.

FURNITURE FOR REPLACEMENT AND REPAIR PURPOSES

Contracts were entered into during the summer for the procurement of furniture and parts of furniture for replacement and repair purposes. The delivery of this furniture is now being made and the actual replacement and repair of furniture will be begun by October 1, 1927. In this connection it should be remembered that orders for furniture could not be placed until appropriations became available, and that classroom furniture is not carried in stock but is manufactured specially and requires from 30 to 90 days for delivery. No report has been received by this office that any pupil in the public schools was without a seat on the opening day, although some of these pupils were accommodated in seats that should and will be replaced as rapidly as possible.

FURNITURE FOR NEW BUILDINGS

Contracts and orders for furniture for new buildings have been placed and practically all furniture for the Woodridge School and the additions to the Burroughs and Bruce Schools had been delivered and was in position before the opening of schools. On the Saturday before the opening of schools a careful check was made of these buildings and where there was any shortage that would affect the seating of pupils, arrangements were made for the temporary transfer of other furniture. The slight delay in the delivery of furniture for these buildings was due to the necessity of awaiting the availability of appropriations before orders were placed. The method of appropriation adopted with the current fiscal year of granting the appropriation for the equipment of a building when the appropriation is made for the construction of the building, will make the equipment funds available in sufficient time to enable the commissioners to enter into contracts for the equipment well in advance of the actual occupancy of the buildings.

REPLACEMENT OF WINDOW SHADES

Orders or repairs and replacements of window shades in every school building in the District of Columbia were placed in the early part of July with the contractor for this work. The work has been proceeding systematically throughout the summer and is over 50 per cent completed. It is contemplated that every classroom will have usable shades before the end of October.

WINDOW SHADES FOR NEW BUILDINGS

Window shades were manufactured and installed in the Woodridge School and the addition to the Burroughs School before the opening of schools. The Bruce School was not turned over for occupancy until September 16, 1927, on which date the contractor for window shades began the manufacture of the shades for this building. It was impossible to complete the manufacture and

installation of these shades within the two days remaining before the opening of schools, but all shades will be installed in this building before the end of this week.

TRANSFER OF PORTABLES

Fifteen portables were transferred during the summer vacation and were open on September 19, 1927. Prior to the opening day of school these portables had been painted and equipped with all necessary pupils' furniture. The reshading of the windows in all of these portables had not been completed. This work of reshading of windows will be completed before the end of this week.

REPAIRS AND IMPROVEMENTS TO BUILDINGS AND GROUNDS

The superintendent of repairs has been proceeding with the repair and improvement of buildings and grounds, and the following information is furnished by that official:

Replacement of heating plants.—The replacement of heating plants in 13 buildings was done under contracts entered into by the commissioners and has not been fully completed. The work had progressed far enough to permit of the occupancy of all buildings on the opening day of schools, and it is expected that the installations will be completed before it is necessary to start fires in these buildings.

Improvement of toilet facilities.—Contracts have not yet been entered into by the commissioners for improving the toilet facilities at the Curtis, Addison, Garfield, Miner Normal, and Stanton Schools. It is the understanding of the school officials that the plans and specifications for these improvements have been advertised and that bids will be opened during this month.

Completion of electrical program.—The completion of the electrical program has been carried on by the superintendent of repairs and is approximately 20 per cent completed.

Replacement of drinking fountains.—The replacement of drinking fountains has been carried on by the superintendent of repairs and is approximately 40 per cent completed.

Elimination of fire hazards.—The elimination of fire hazards has been carried on by the superintendent of repairs and is approximately 88 per cent completed.

Protection of health.—The work authorized for the protection of health of pupils has been carried on by the superintendent of repairs and is approximately 90 per cent completed.

General repairs and improvements.—The work authorized for general repairs and improvements has been carried on by the superintendent of repairs and is approximately 95 per cent completed.

Painting.—The painting authorized has been carried on by the superintendent of repairs and is approximately 30 per cent completed.

While the ideal desired has not been fully accomplished, I believe that the reports from the individual buildings will show that the condition of the schools this year for their reopening is far better than has been experienced for many years.

In conclusion I desire to express my appreciation for the cooperation given by the General Supply Committee, the Government Printing Office, the Bureau of Efficiency, the purchasing officer of the District of Columbia, and other District officials in the endeavor of the schools to have every building adequately equipped for educational work on the opening day of school. I also desire to express my appreciation of the assistance rendered by the school officers and employees, many of whom have willingly curtailed their vacations in their endeavor to carry out the desires of the Board of Education.

R. O. WILMARTH,
Assistant Superintendent in Charge of Business Affairs.

Approved and forwarded to Board of Education.

F. W. BALLOU.

2. PROCEDURE IN PROMOTIONS TO SALARIES FOR SUPERIOR TEACHERS

At the meeting of the Board of Education held September 14 the board approved the following report of the superintendent of schools

regarding the procedure to be followed in the promotion of superior teachers to the Group B and Group D salaries established for such teachers in the teachers' salary act of July 1, 1924. Since this is the first instance of such promotions, the approval of this report and its recommendations by the board established a procedure to be followed until modified by the board. Accordingly, the report in full is incorporated for the information of those concerned.

The administrative officers have given extended consideration to the legal and administrative problem presented in the matter of procedure in the promotion of superior teachers to Group B salaries. The superintendent has conferred with the auditor on the subject, and submits the following report and recommendations covering a proposed procedure. The auditor concurs in this proposed procedure.

APPROPRIATIONS ACT FOR 1928

The appropriations act for the fiscal year ending June 30, 1928 carries a lump-sum appropriation for teachers' salaries, which lump sum includes an amount sufficient to promote 83 teachers to the higher salary classes established in the teachers' salary act, effective July 1, 1924, for superior work.

CONTROLLING LEGISLATIVE PROVISION

Section IX of the teachers' salary act, effective July 1, 1924, closes with the following provision:

"And provided further, That the number of Group B and Group D salaries in any salary class shall be divided proportionately between the teachers in the white schools and the teachers in the colored schools on the basis of the enrollment of pupils in the respective white and colored schools."

Under the provisions of this legislation, the salaries available must be distributed between Divisions I-IX and Divisions X-XIII on the basis of the enrollment of pupils.

ENROLLMENT BY SCHOOL DIVISIONS

The whole enrollment for the school year ending June 30, 1926, was 74,903, of which 50,374 was in Divisions I-IX and 24,529 was in Divisions X-XIII, i. e., 67 per cent of the enrollment was in the white schools and 33 per cent was in the colored schools.

Accordingly, the 83 salaries made available in the appropriations act for 1928 should be and hereby are divided as follows: 56 to Divisions I-IX and 27 to Divisions X-XIII.

ESTABLISHED ELIGIBLE LISTS

The eligible lists established as a result of the examination held to determine who are superior teachers show that there are 41 teachers who have qualified for such promotion, of whom 30 are in Divisions I-IX and 11 in Divisions X-XIII as follows:

	Total	Divisions I-IX	Divisions X-XIII
Class 1, Group B	7	5	2
Class 2, Group B	9	0	0
Class 2, Group D	1	0	1
Class 3, Group B	33	25	8
Class 4, Group B	0	0	0
Total	41	30	11

PROCEDURE IN MAKING APPOINTMENTS

As indicated above, those eligible for promotion to superior salaries are listed according to the salary class for which they are eligible.

In accordance with the basic principle underlying all appointments or promotions from eligible lists, it is recommended that appointments shall be made in order of standing regardless of salary classifications.

3. DEDICATION OF NEW BUILDINGS OR ADDITIONS TO BUILDINGS

At the meeting of the Board of Education held October 5 the superintendent of schools was authorized to arrange for suitable dedicatory exercises for new buildings or for additions to old buildings during American education week, November 7 to 13. It was found impracticable to dedicate all such buildings during American education week. Accordingly, dedicatory exercises were held during the year as follows:

School and division	Capacity		Description	Date of dedication
	Number elementary class-rooms	Number high-school pupils		
Elementary schools:				
Petworth, III.....			Auditorium.....	Dec. 13, 1927
West, III.....			do.....	Mar. 23, 1928
Woodridge, V.....	8		New building.....	Nov. 9, 1927
Burroughs, V.....	8		Addition ¹	Nov. 11, 1927
Bruce, X.....	8		do.....	Feb. 8, 1928
Junior high schools:				
Hine, VII.....	7	70	do.....	Nov. 10, 1927
Francis, X.....	12	225	New buildings.....	Mar. 20, 1928
Randall, XIII.....	3	75	Addition.....	Nov. 11, 1927
Total.....	46	370		

¹ Including combination gymnasium and assembly hall.

In all these exercises representatives of the local associations of parents and citizens, of the District government, and of the school board took part in the program.

4. COMMUNITY INSTITUTE OF WASHINGTON

In announcing the establishment of the Community Institute of Washington in Circular No. 19, issued October 14, 1927, the superintendent made the following statement:

In pursuance of the policy of using our school buildings to promote the cultural advancement of Washington, the community center department has organized the institute to present programs of outstanding merit. The Washington Society of the Fine Arts and the Public Library have cooperated with the community center department in planning the service which is offered for the season 1927-28 at central community center. The society will not offer any other course for the current year.

As the institute offers these programs at the lowest possible fee to cover only actual expenses, it is not possible to follow the procedure of the Society of Fine Arts, which has in the past put a limited number of free tickets at the disposal of the schools. There is no free list, but it is hoped that the subscription fee of \$3 for the ten events will place them within the reach of all who are interested in the course.

In accordance with this announcement the following program was carried out under the auspices of the community center department at the Central High School:

Date	Event	Given by—
Nov. 3	Jazzmania, a Musieal Analysis.....	Sigmund Spaeth, musieal critic, lecturer.
17	Has Our Civilization Failed?.....	George A. Dorsey, psychologist, author of <i>Why We Behave Like Human Beings</i> .
Dec. 1	Metropolitan Museum cinema films..	Hugar Elliott, director of educational service, Metropolitan Museum of Fine Arts.
15	Character sketches.....	Cornelia Otis Skinner, daughter of Otis Skinner, gives monologues of her own writing.
Jan. 5	Shall American Farmers Become Peasants?.....	William E. Dodd, Chicago University.
19	Concert.....	Flonzaley Quartette.
Feb. 9	Art in Everyday Life, stereopticon illustrations.	Gerrit A. Beneker, artist, lecturer, author.
23	The Moral Obligation to be Intelligent.	John Erskine, literary critic, author of <i>Private Life of Helen of Troy</i> .
Mar. 1	Fakes and Forgeries.....	Earle Rowe, director Rhode Island School of Design.
29	Current History.....	William Starr Myers, Princeton University.
Apr. 11	Concert.....	Kedroff Quartette.

The first community institute was an entire success, both financially and from the standpoint of the entertainment provided. The attendance exceeded expectations and it was possible to add the concert of the Kedroff Quartette with no additional expense to the ticket holders.

5. POLICY TO BRING MATTER OF OUTSIDE LECTURERS TO THE ATTENTION OF THE BOARD

At the meeting of the Board of Education on November 2 the question was raised as to why the Woman's Christian Temperance Union was authorized to have its representatives give lectures in an elementary school on the subject of alcoholic drinks and narcotics. In the discussion of the matter the president of the board indicated that it might be well hereafter to have such matters brought to the attention of the board.

At the meeting of November 16 further consideration was given to the matter, and the board authorized the appointment of a committee to consider and make proper reply on behalf of the board to the complainants.

REPORT OF SPECIAL COMMITTEE

At the meeting of December 7 the special committee, appointed on November 16, presented the following report, which was ordered incorporated in the minutes of the board. In accordance with the action of the board, all lectures of the character referred to therein will hereafter be brought to the attention of the Board of Education for consideration and appropriate action:

NOVEMBER 25, 1927.

The ASSOCIATION AGAINST THE PROHIBITION AMENDMENT,
Washington, D. C.

GENTLEMEN: Your letter of November 16, 1927, addressed to the chairman of the Board of Education, as well as your news release of that date, were duly received and considered. Your complaint, briefly stated, is—

(a) That the pupils in our elementary schools were addressed by an agent of the Woman's Christian Temperance Union, and

(b) That this took the form of a "rally" conducted in a near-by Methodist church.

By reference to the extracts from the minutes of the meetings of the Board of Education of November 2, 1927, and November 16, 1927, you will observe that hereafter the explicit consent of the board will be sought by administrative officials before lectures which anyone may deem to be of sectarian or controversial or political character will be given to the public-school children.

With this statement this communication might well close, as the lectures complained of have closed.

You will observe, however, that it was the sense of the board that you should be fully apprised of the situation both with respect to the character of the lecture given and as to the reasons for the selection of the church in question as a place where it was held.

The administrative officers of the Board of Education have advised it as follows:

(a) Instruction upon the ill effects of the use of alcohol and narcotics is required to be given and is given by members of the teaching staff of the public schools as part of the regular curriculum.

(b) For a number of years one lecture upon this subject has been given to assembled groups of school children by a field worker of the Woman's Christian Temperance Union. These talks have dealt with the scientific aspects of the matter and have been reported by the administrative officers as being in no wise controversial or harmful.

(c) There is nothing exceptional or significant in the fact that the students met in a near-by church building. Annexed to this letter for your information is a statement upon the subject by the assistant superintendent, Mr. Haycock, and a statement by Miss Adelaide Davis, the supervising principal, from which it will appear that lack of assembly rooms in many of the school buildings has made it necessary to occupy on occasion any available near-by auditorium, and that the churches which have been utilized are, as you will observe, confined to those of no particular sect or denomination, but that the selection has been dictated solely by neighborhood accessibility.

(d) The parent of no child has ever made any objection to any of the school authorities, either to the lectures that were given or the utilization of church buildings for the assembly of the public-school children.

The writers of this letter would like to add that no complaint has ever reached them from the parent of any child, nor indeed was the activity itself ever called to their attention until at the time and in the manner indicated in the extracts from the minutes hereinbelow set out.

The Board of Education is deeply sensible of its duty to safeguard the children from propaganda of any kind and from the discussion of sectarian or political matters of a controversial nature. It is only necessary in case anything of this sort is believed to exist for the attention of the Board of Education to be called to it, in order that the complaint may receive full consideration and prompt action.

The extracts from the minutes above referred to are as follows:

[Extract from the minutes of the Board of Education of November 2, 1927. Approved November 16, 1927]

"Inquiry was made by Mr. Gilligan as to lectures being given in the elementary schools by representatives of the Women's Christian Temperance Union, ascertained from news items carried in the daily papers. He expressed particular interest inasmuch as in January, 1927, the board declined to the Anti-Cigarette League the privilege of lecturing in the high schools.

"The superintendent explained that our courses prescribe instruction along the line of effects of intoxicants, narcotics, and tobacco. In the past the Women's Christian Temperance Union has acceptably given valuable instruction and this year is simply a continuation of a practice to which there has been no known objection.

"Mr. Carusi observed that there is a scientific side to this instruction which is doubtless what these lecturers are now offering. However, the Women's Christian Temperance Union may of late be said to have a political phase. It is well to steer clear of controversial, partisan, racial, and religious matters;

and when in doubt, to get the board's advice on such outside supplementary instruction.

"The superintendent wished it noted that all talks of this character are supervised and reports made thereon. He inquired if there is any sentiment against a continuance of these lectures, either on the part of the community or the board members. If it exists or if the board desires a withdrawal of these speakers, the superintendent assured the members he is at their service.

"The Chair remarked that it might be well for the future that such matters be brought to the attention of the board."

NOTE BY THE SECRETARY.—In making the inquiry Mr. Gilligan stated the matter was in no sense personal, as he is a "teetotaler" both as to liquor and tobacco.

[Extract from the minutes of the meeting of November 16, 1927]

"President Carusi presented to the board a further communication received by him at the opening of the session which was not included in the calendar of the day's business. This communication was from the Association Against the Prohibition Amendment, Mr. G. C. Hinckley, national secretary.

"The association protested against the lectures being given in the public schools by representatives of the Women's Christian Temperance Union, stressing particularly such lectures as were recently given to pupils in an assembly hall of a church adjacent to a public school. The association based its objection on two grounds named:

"First, because instruction on the effects of alcohol is a part of the school course.

"Second, because of the dangerous precedent established by outside lectures, with the probability of dangerous propaganda being disseminated.

"Reverend Bennett moved that the communication be referred to the president with power to act, explaining that this matter had been discussed at the preceding meeting, and that the addresses scheduled are now over.

"Mr. Gilligan inquired if lectures were held in a church. To this the superintendent explained that the school in question (the Kingsman) has no assembly hall, and the near-by church furnished the only available hall or space where a group of pupils could gather on this particular occasion. Churches have been utilized in this way for many years. He read a list of 11 churches that have furnished rented accommodations as classrooms. No objections have ever been raised against such use, as it is simply an occupation of space.

"Visual instruction is now being given in motion-picture houses where teachers take their classes. Whenever a parent objects his child is excused from going to class in a moving-picture house.

"The chair pointed out that the board has already reached a consensus of opinion, that hereafter the board's consent will be required for the introduction of lectures of any kind by outside lecturers where matters are even remotely political or controversial. Acting on the intent of Reverend Bennett's motion, Mr. Carusi stated that he will appoint a committee to draft a letter. The writer, he stated, complains of the action of the superintendent of schools, and it is appropriate that the board should make reply. Mr. Carusi announced that he will appoint as such committee, Mr. Gilligan and himself to make appropriate reply to the association.

"Mr. Gans inquired whether the reply will be elaborate. The chair said no, if Mr. Gilligan's views coincide with those of the chair. Mr. Gilligan counselled against an unwise brevity and in this view the chair concurred, as the association is entitled to be set right and fully right, that the lecture in the church was not religious or political; that the church simply supplied an assembly hall.

"The superintendent remarked that a 'news release' given to the press under date of November 16, 1927, carried assertions that this special committee should note and answer. The position of the board and the school officials should be made perfectly clear. He agreed to supply further memoranda for the committee."

Very truly yours,

CHARLES F. CARUSI.
HENRY GILLIGAN.

6. THE EMPLOYMENT OF MARRIED WOMEN AS TEACHERS

For purposes of record there follows the official report of the secretary of the Board of Education relating to this subject. This report was approved by the board at its meeting on December 21.

REPORT ON THE REFERENDUM ON MARRIED WOMEN TEACHERS IN THE PUBLIC SCHOOLS

At the meeting of the Board of Education held on May 18, 1927, the superintendent of schools addressed to the board the communication that follows:

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA,
FRANKLIN ADMINISTRATION BUILDING,
Washington, D. C., May 18, 1927.

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: From time to time suggestions have been made to the Board of Education by individuals and by representatives of citizens' associations and parent-teacher associations that the present procedure in the schools relating to the employment of married women as teachers be materially modified.

At the meeting of the Board of Education on March 2, 1927, the board requested the superintendent of schools to study and report on the problem of married women in the schools. The board further suggested that the superintendent undertake to ascertain the consensus of public opinion in this matter. Accordingly the superintendent has given consideration to the problems arising in connection with this question. As a result the superintendent presents for the consideration of the board the following statement and recommendations:

Since this question originated with the citizens, and since it is a social problem affecting home life, as well as an administrative and educational problem, the superintendent is of the opinion that the matter should be thoroughly discussed by the public before any final conclusion can be reached regarding what, if anything, should be done.

To the end that citizens of the District and patrons of the schools may have an opportunity for the discussion of this matter, and that the Board of Education may be advised of the conclusions reached by citizens from such discussion, the superintendent recommends the following procedure:

1. That the Board of Education hold a public meeting with representatives of the various citizens' associations and parent-teacher associations at the earliest convenience of the board, similar to the meetings which have been held on the school estimates. To that meeting should be invited the president and the chairman of the schools committee of each association.

2. That the meeting should be so organized and carried on as to acquaint fully the delegates present with the present situation and with the problems involved, to the end that they may have an intelligent understanding of the matter.

3. That the representatives present be then requested to bring the matter before their respective associations for consideration, discussion, and appropriate action.

4. That each association be requested to report in writing to the secretary of the Board of Education any official action taken by the association.

It is to be observed that the meeting of the Board of Education with the representatives of bodies of citizens is for the purpose of discussing the matter. It is not proposed that these representatives shall take any concerted action at the meeting held under the auspices of the Board of Education.

The superintendent recommends the adoption of the suggested procedure and that the Board of Education at this time fix an early date for holding the aforementioned meeting.

Respectfully submitted.

F. W. BALLOU,
Superintendent of Schools.

The several recommendations carried in the preceding were approved by the board. The date set for the joint public meeting with the civic groups of the community was May 23, 1927. In compliance with the instructions of the board the secretary on May 19, 1927, issued invitations to the parent-teacher associations, the citizens' associations, civic clubs, and like organizations, interested in the public schools—in all, some two hundred civic groups—to have representatives meet with the board. With the secretary's call for the gathering there was sent also a memorandum prepared by the superintendent as a guide to outline the scope of the deliberations, as a discussion of a policy for married women teachers must necessarily take cognizance of a potential teacher while a student of the local normal schools. The suggested limits of the conference were therefore outlined in the circular herewith quoted:

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA,
FRANKLIN ADMINISTRATION BUILDING,
Washington, D. C., May 19, 1927.

To citizens' associations, parent-teacher associations, civic clubs, and similar organizations of Washington.

LADIES and GENTLEMEN: The inclosed communication from the superintendent of schools on the subject of married women teachers in the public schools was presented at the meeting of the Board of Education held May 18, 1927, and approved.

The date set for the public meeting of the representatives of the various organizations was Monday evening, May 23, 1927, at 8 o'clock in the assembly hall of the Franklin Administration Building. An invitation is extended to the president of your association and the chairman of the committee on schools to be present at this session.

By direction of the Board of Education.

HARRY O. HINE, *Secretary.*

MEMORANDUM FOR CONSIDERATION AT CONFERENCE BOARD OF EDUCATION AND
CITIZENS, MAY 23, 1927

Subject: Employment of married women as teachers in Washington, D. C.

PURPOSE OF THE CONFERENCE

The question of the employment of married women as teachers in the public schools of Washington was not raised by the Board of Education or by the officers of the board; it was raised by citizens' organizations.

It is the present policy of the Board of Education to employ married women as teachers. It is the purpose at this conference to place the question as raised by the citizens before the representative citizenry of the District of Columbia, to recommend it to the thoughtful consideration of the organizations of citizens, and to invite reports on the results of their consideration of it.

The Board of Education contemplates making no change in its policy or taking any other action on the matter until public opinion on the subject has been organized and has expressed itself to the board.

QUESTIONS FOR CONSIDERATION

The following questions are submitted for consideration. They are not intended even to suggest a possible policy. They do relate to the possible scope and to the various administrative aspects of the question:

1. Should married women be admitted to the normal schools as students? If not, what are the reasons against their admission?
2. If a girl student enrolled in the normal school marries during her course, should she be permitted to complete her course and graduate from the school? If not, what are the reasons against it?

3. If a graduate of the normal school marries following graduation, but preceding her appointment to a position in the public schools, should her marriage make her ineligible for such appointment? What are the reasons against such appointment?

4. Should a married woman be declared ineligible to enter the open competitive examinations conducted for qualifying teachers for appointment in the elementary schools, junior high schools, senior high schools, normal schools, and all other public schools of Washington? If so, what are the reasons?

5. If a woman teacher marries subsequent to her appointment, should she be required to resign from service? If so, what are the reasons?

6. If a woman teacher who has resigned from public-school service has married and requests reinstatement, should the Board of Education refuse to reinstate her on the grounds of her marriage? If so, why?

7. If a woman teacher on leave of absence should marry while on leave, should the Board of Education refuse to reinstate her? If so, why?

8. Should a married woman now on maternity leave be reinstated as provided for under the present rules of the Board of Education? If not, for what reasons?

9. If regulations are adopted by the Board of Education hereafter disqualifying married women for appointment in the public schools of Washington, should married women now be allowed to continue in service or be required to resign?

As many of the civic organizations recessed for the summer vacation shortly after the conference, opinions on the referendum were awaited after the resumption of meetings in the fall. A further reminder on the subject of a desired response was sent to the civic groups not yet reporting, on November 7, 1927, with the statement that by December 21 the polls would be closed and the opinions furnished would constitute the data for compilation.

I have the honor to report the results of the referendum on the basis of statements received by December 17. There have been returns from 70 sources, as follows:

Parent-teacher associations and home and school associations.....	39
Citizens' associations.....	20
Civic clubs.....	3
Individual opinions.....	3
District of Columbia Public School Association.....	1
Parents' League.....	1
Public Interest Association.....	1
High School Teachers' Council.....	1
Character Education Institution.....	1
	<hr/> 70

An analysis of these expressions of opinions has resulted in the vote—

Favoring married women as public-school teachers and as normal-school students.....	57
Opposing views.....	7
Not voting a definite opinion.....	6
	<hr/> 70

A study of the 70 opinions received disclosed that in nearly all the instances where an association is favorable to the employment or retention of married women teachers, with a like attitude to the married woman as a normal-school student, no attempt was made to cover the nine points of inquiry raised by the superintendent.

Those seven associations, however, that opposed married women teachers and their proposed normal-school training for the profession in the main gave reasons for their adverse views.

A further analysis of the returns shows that the reasons that have led to the respective conclusions may be summarized thus:

FAVORING MARRIED WOMEN—REASONS

Those holding that efficiency or merit and not the marital status of a teacher should be the guide.....	23
Those favoring married women without expressing a reason therefor.....	13

Those approving the present practice, with existing regulations satisfactory.	12
Those who favor "equal rights," or no sex discrimination or no "blanket ban"-----	7
Those who advocate the employment of married women, with a preference to be given the single woman-----	2
Those reporting as being not qualified to decide intelligently-----	4
Those holding that the problem is one for the board to decide-----	2

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OPPOSING MARRIED WOMEN

Those opposing married women both as teachers and as normal-school students, with detailed reasons therefor-----	4
Those opposing, without reasons given, or opposing further appointments---	3

7

It may be noted that of the seven opposing views received, four apply to divisions 10 to 13; two apply to divisions 1 to 9; one is an opinion of an individual.

One report, the Parent-Teacher Association of the Grant-Toner Schools, offers the additional suggestion that more men teachers be employed for the higher grades in the adolescent period.

A condensed statement of the 70 reports received, alphabetically arranged as to the association, is hereby presented. The reasons against the continued employment of married women are given in this analysis.

MARRIED WOMEN TEACHERS—SUMMARY OF REFERENDUM

1. Anacostia Citizens' Association: No general rule should be adopted to disqualify married women as public-school teachers or as students. Each case should be judged on its merits. Where conditions are equal, preference should be given to unmarried women, unless the married women by force of circumstances must support themselves or their families.

2. Armstrong Technical High School Parent-Teacher Association: (1) Opposed to married women teachers and as normal-school students, as they bar single girls. (2) Should be eligible to take examinations. (3) Favors reinstatement of women given maternity leave. (4) Refuse reinstatement to teacher marrying while on leave. (5) Reinstate after maternity leave.

3. Bancroft Parent-Teacher Association: Efficiency and not the fact that a teacher is married should be the basis of a decision as to her employment.

4. Barnard Parent-Teacher Association: Favors continuance of married women possessing like qualifications of other teachers.

5. Barry Farm Citizens' Association: Opposed to further appointments of married women teachers and as normal-school students.

6. Bradley Parent-Teacher Association: Married women should be allowed to teach and be normal-school students.

7. Brightwood Citizens' Association: The question of married women teachers is a matter for the board to decide.

8. Bryan Parent-Teacher Association: The association prefers not to comment on the matter.

9. Cathedral Heights Citizens' Association: Favors the employment of teachers solely on the basis of efficiency, without regard to their matrimonial status.

10. Character Education Institution (Doctor Fairchild): Sees no grounds for excluding married women from teaching if otherwise qualified.

11. Chase, M. F. (Individual opinion): No "blanket ban" should be applied. Full discussion.

12. Chevy Chase Citizens' Association: No discrimination against women because of their being married. Merit should guide.

13. Chevy Chase School and Home Association (E. V. Brown School): In favor of employing teachers regardless of their married state.

14. Civitan Club: Expresses no opinion as not in line with its activities.

15. Columbia Junior High School Parent-Teacher Association: Efficiency, not a question of the married or unmarried state of the teacher, should control.

16. Conduit Road Citizens' Association: Employment and retention of married teachers should be left in the hands of the Board of Education.

17. Congress Heights Parent-Teacher Association: Favors married women both as teachers and students.

18. Cook (John F.) Parent-Teacher Association: Approves present practice respecting married women.

19. Cranch-Tyler Parent-Teacher Association: Efficiency should be the only test in the employment of teachers.

20. Curtis-Hyde-Addison Parent-Teacher Association: No change at present in the law (practice) relating to married women as teachers in the public schools.

21. District of Columbia Public School Association: No general rule should be adopted to disqualify married women as public-school teachers or as students.

22. Eaton Mothers' Club: Teachers should be selected and employed solely on the basis of merit and efficiency without regard to their marital status.

23. Emory-Eckington Parent-Teacher Association: Married women, if good teachers, should be allowed to teach.

24. Federation of Women's Clubs: The married state of a teacher need not be detrimental to her teaching ability. Efficiency should be the consideration for appointment and for promotion.

25. Garfield Citizens' Association: Married women should be allowed to teach and be students in the normal schools.

26. Georgetown Citizens' Association: Favors retention of married teachers.

27. Grant-Toner Parent-Teacher Association: Married women should be allowed to teach, with the preference given to unmarried women. Ask for more men teachers for higher grades in the adolescent period.

28. High School Teachers' Council: Approves the retention of married women as teachers and as normal-school students.

29. Hine Junior High School Parent-Teacher Association: Existing regulations of the board are satisfactory.

30. Hubbard-Raymond Parent-Teacher Association: Apply two criteria: Good moral character and teaching efficiency.

31. Hughes, Jennie Cordelia (individual opinion): Opposes married women as teachers.

32. Iowa-Thomas Circle Citizens' Association: Efficiency rather than her married state should guide in the employment of teachers.

33. Ivy City Citizens' Association: Approves appointment and retention of married women if efficient.

34. Jefferson Junior High School Parent-Teacher Association: Married women should be permitted to teach in the public schools.

35. Johnson Parent-Teacher Association: The fact that a teacher is married does not necessarily affect her efficiency and should not be the basis of a decision as to her employment.

36. Kingsman Parent-Teacher Association: Favors married women as teachers and as normal-school students.

37. Langley Junior High School Parent-Teacher Association: Approves employment of married women teachers provided they are efficient.

38. Lenox-French Parent-Teacher Association: Favors married women as teachers.

39. Logan Parent-Teacher Association: Favors married women as teachers and as normal-school students.

40. Macfarland Junior High School Parent-Teacher Association: Favors no change in present practices.

41. Manly, Mrs. Basil B. (individual opinion): Efficiency rather than conjugal condition should be the basis. A great injustice to the children to force the married women out.

42. Michigan Park Citizens' Association: Not opposed to married women as teachers.

43. Mid-City Citizens' Association: Not a proper subject for decision by a citizens' association, but properly a question of policy for the superintendent and the Board of Education.

44. Mott Parent-Teacher Association: Favors the present policy of married women as teachers or as normal-school students.

45. Mount Pleasant Citizens' Association: Approves the present policy of selection on basis of individual efficiency, regardless of whether married or not.

46. North Capitol Citizens' Association: Married women should be accorded equal rights and privileges, except that married women should not be accepted as beginning students in the normal schools. Opposes an obligatory resignation should a woman teacher marry. Very full treatment of whole question.

47. Northeast Washington Citizens' Association: Favors the training of single women only as normal-school students. Preference in appointments should be given to single teachers. Retain them, if efficient, when they marry.

48. Northwest Brightwood Civic Association: Favors married women as teachers and as normal-school students.

49. Oyster School Parent-Teacher Association: Unanimously voted that married women should teach and be admitted as students in normal schools.

50. Parents' League of the District of Columbia: Against the employment of married women as teachers and against their admission to the normal schools. The Parents' League makes reply to all the nine questions raised at conference of May 23, all in opposition to married women. (1) Married women exerted a wrong influence over single girls; (2) against completion of normal school course, if a student marries; (3) debar her from appointment if marrying in the interim between graduation and appointment; (4) debar the married woman from examinations; (5) the single teacher, on marrying, should resign; (6) refuse reinstatement to the married applicant—she bars the single eligible; (7) if marrying while on leave, refuse reinstatement; (8) teacher given maternity leave should not be reinstated. The babe needs her care; (9) married women should be required to resign.

51. Park View Parent-Teacher Association: Efficiency alone should govern employment of teachers. There should be no rule prohibiting employment of married women, or as students in the normal schools.

52. Peabody-Hilton Parent-Teacher Association: (1) That no married woman be admitted to normal school; (2) that a married woman be ineligible for appointment in the teaching corps; (3) that married women now in the service be allowed to continue in the service unless they go out under the maternity act; (4) that having gone out under maternity act, she shall not be reinstated; (5) that if left a widow she may be appointed if eligible.

53. Petworth Citizens' Association: No changes should be made in the rules and regulations of the Board of Education concerning the marital status of teachers.

54. Petworth Home and School Association: A teacher should be chosen because of efficiency regardless of whether she is married or not.

55. Petworth Woman's Club: Favors retention of married women who are efficient as teachers or as students in the normal schools.

56. Pierce-Webb Parent-Teacher Association: Against married women as teachers or as normal-school students. For continuance of married women now in service or given maternity leave. Against married women taking examinations.

57. Powell Junior High School Parent-Teacher Association: The fact that a teacher is married does not necessarily affect her efficiency as a teacher and should not be made the basis of a decision as to her employment.

58. Public Interest Association of East Washington: In favor of married women as teachers and as students in the normal schools.

59. Reservoir and Conduit Road Parent-Teacher Association: Believes that efficiency and broad-minded understanding of child problem is the paramount factor.

60. Rhode Island Avenue Citizens' Association: Indorsement of present policy of the board to employ and maintain an efficient corps of teachers regardless of sex or marital state.

61. Shaw Junior High School Parent-Teacher Association: To exclude a woman teacher from the school because she is married is discriminatory. The married women make as efficient teachers as the single. To exclude a married woman from the normal school is selfish and is inadvisable. The woman should not forego an education because she is married.

62. Sixteenth Street Heights Citizens' Association: Favors employment of teachers on basis of efficiency, with due consideration to their preparation and success as teachers, without regard to their domestic affairs.

63. Southwest Civic Association: Opposed to further appointment of married women teachers or further admitting them in the normal schools.

64. Stanton Parent-Teacher Association: In favor of married teachers.

65. Stevens Parent-Teacher Association: Moral, physical, and educational fitness should determine appointment; marriage should not bar any woman from the service.

66. Tenley-Janney Parent-Teacher Association: Approves the status of married teachers; motherhood a benefit rather than a hindrance.

67. Truesdell Parent-Teacher Association: To preclude married women as teachers from our public-school system would be unfair sex discrimination. No reason for making any change in the status of married women in the public schools.

68. Weightman Parent-Teacher Association: Efficiency should be the controlling factor in the selection of teachers.

69. West School Parent-Teacher Association: Satisfied with the custom of having married teachers in the public schools.

70. Wormley Parent-Teacher Association: Not sufficiently informed as to teaching records of married women to justify our opinion.

Respectfully submitted.

HARRY O. HINE, *Secretary*.

7. TRANSFER OF TEACHERS FROM SALARY CLASS 3A TO SALARY CLASS 2C

For the information of those concerned, the important action taken by the board at its meeting of January 18 is here recorded. The report is taken directly from the minutes of the meeting of the board.

The superintendent brought to the attention of the board certain difficulties which concern the administrative officials in the organization of the schools, hereinafter set forth in detail and resulting in an order.

The changing enrollment of the high and junior high schools and the fact that no additional salaries were granted by Congress in the current appropriation bill make it necessary to bring about certain teacher adjustments in order to organize efficiently the high and junior high schools.

The taking over by the increasing number of junior high schools of the ninth grade, formerly regarded as the first year high school, has caused in some cases an excess of teachers in the senior high schools, with a corresponding shortage of teachers in the junior high schools where such ninth-grade pupils must be instructed. In some instances it appears that the most efficient organization of the schools would demand a withdrawal of the excess of teachers from the senior high school and the employment of such teachers for a limited time at least in the work of instructing pupils in the junior high schools. This transfer of teachers can be accomplished under our existing salary regulations without loss of salary to the teacher involved, and it will be easily possible to protect the teacher so transferred in her right to return to service in the senior high school when need develops for the service of such teacher.

The superintendent, therefore, respectfully recommends to the Board of Education the passage of the following order:

"Ordered, That when in the opinion of the first assistant superintendent of schools concerned there exists in the senior high school system an excess of teachers in any subject and a shortage of teachers in the same or closely allied subjects exists in the junior high school system, this official may recommend to the superintendent of schools the transfer of a teacher on 3A salary from service in the senior high schools to the position of teacher on 2C salary in service in the junior high schools. Upon the receipt of such recommendation, the superintendent of schools may direct the teacher, whose transfer is recommended, to appear before the board of examiners, and said board shall make inquiry into the qualifications of the teacher concerned for rendering satisfactory service in the subjects to be taught in the junior high schools. Upon the submission of a favorable report in regard to the qualifications of the teacher whose transfer is recommended, the superintendent of schools is hereby authorized to transfer such teacher from service in the senior high schools to service in the junior high schools: *Provided*, That the transfer of a teacher from a senior high school assignment at 3A salary to a junior high school assignment at a 2C salary may be made without financial loss to the teacher so transferred: *Provided further*, That the teacher so transferred from a senior high school assignment to a junior high school assignment shall enjoy a preferred right to a reassignment to a senior high school when a vacancy occurs in a senior high school in a subject for which such teacher is qualified.

"When this order was read Mr. Gilligan asked the privilege of studying its provisions to determine its legal aspects. This was agreed to provided he

express an opinion by January 21 and notify the secretary so that a poll of the members might then be taken. Such study was made by Mr. Gilligan, who found no objections thereto. The poll of the board followed at once with six members reached all voting for the adopting of the order."

8. MODIFICATION AND EXTENSION OF FUNCTIONS OF DIRECTORS OF SPECIAL SUBJECTS

On February 7, by executive order the superintendent defined the functions of the several directors as indicated, to take effect at once. The functions of directors were extended to cover the vocational schools and the senior high schools.

DOMESTIC ART

Miss Ida O'Neal, Divisions I-IX.

Supervision of domestic art in elementary schools, vocational schools, and junior and senior high schools.

DOMESTIC SCIENCE

Miss Emma S. Jacobs, Divisions I-IX.

Supervision of domestic science in elementary schools, vocational schools, and junior and senior high schools.

HOUSEHOLD ARTS

Mrs. Julia W. Shaw, Divisions X-XIII.

Supervision of domestic art and domestic science in elementary schools, vocational schools, junior and senior high schools, and normal school.

DRAWING

Miss Ethel Bray, Divisions I-IX.

Supervision of drawing in elementary schools, vocational schools, junior and senior high schools, and normal school.

Miss Rose L. Nixon, Divisions X-XIII.

Supervision of drawing in elementary schools, vocational schools, junior and senior high schools, and normal school.

MANUAL TRAINING

Mr. John A. Chamberlain, Divisions I-IX.

Supervision of manual training in elementary schools, vocational schools, junior and senior high schools.

Mr. O. W. McDonald, Divisions X-XIII.

Supervision of manual training in elementary schools, trade schools for boys, and normal school. (The head of the department of applied science supervises manual training in junior and senior high schools.)

MUSIC

Dr. Edwin N. C. Barnes, Divisions I-IX.

Supervision of music in elementary schools, vocational schools, junior and senior high schools, and normal school.

Mr. A. H. Johnson, Divisions X-XIII.

Supervision of music in elementary schools, vocational schools, junior and senior high schools, and normal school.

PHYSICAL TRAINING

Dr. Rebecca Stonerod, Divisions I-IX.

Supervision of physical training in elementary schools, vocational school for girls, and for girls in junior and senior high schools, and normal schools. (The head of the department of physical training will supervise the physical training of boys in junior and senior high schools.)

Miss Anita J. Turner, Divisions X-XIII.

Supervision of physical training in elementary schools, vocational schools for girls, and normal school. (The head of the department of physical training supervises physical training in junior and senior high schools.)

9. ESSAY CONTESTS IN THE SCHOOLS

At the meeting of the board, held February 15, the superintendent submitted the following report, which was unanimously approved by the board:

From time to time the superintendent is asked to approve the inauguration of essay contests sponsored by organizations of various kinds. A number of such contests have from year to year been authorized. Some of them have proven of sufficient importance to be continued; others have not been so successful.

In general, the superintendent is of the opinion that teachers and officers feel that the number and character of such contests is such that regular school work is materially interfered with. From the educational point of view the value of some of these contests is very seriously questioned by the school officials.

From the point of view of the public, and particularly the activities of the various organizations which organize and promote these essay contests, some of them may be desirable despite the minimum of educational value which accompany them.

Since these essay contests may possess some public, rather than educational value, the school officials would like to consider with the Board of Education the whole problem of essay contests. The superintendent brings this matter to the attention of the board, with the hope that the board will authorize the appointment of a committee of the board to investigate the whole problem and make recommendations to the Board of Education for the approval of the board and the guidance of the administrative officers.

At the meeting of the board held May 2, the special committee presented the following report, which was approved by the board:

Your committee, authorized and instructed by the board to consider and report on the matter of prize-essay contests in the schools, begs leave to submit the following report:

In general, the committee is of the opinion that the number and character of the essay contests carried on, or proposed to be carried on, in the schools, has reached the point where they seriously interfere with the educational program of the schools. Under these circumstances the committee is of the opinion that as a rule prize-essay contests should not be permitted in the schools.

The committee recognizes that there may be essay contests which might be authorized on certain conditions:

1. The contest should have such a direct relationship to the regular course of study in the schools as to make such a contest of real educational value and interfere little, if any, with the regular educational program.

2. Any essay contest authorized in the schools should be conducted under such rules and regulations as the school officials may prescribe, to the end that such contest shall serve a real educational purpose.

In order to promote the handling of the proposal for essay contests the committee deems it desirable that a standing committee of the board be constituted for that purpose, and suggests the desirability of abolishing the present standing committee of the board on athletics and playgrounds.

In conclusion the committee recommends:

1. That the matter of abandoning the committee on athletics and playgrounds and constituting in lieu thereof a committee to deal with the matter of essay contests and allied subjects be referred to the standing committee on rules of the Board of Education for consideration and report.

2. That the report of the committee regarding essay contests be approved.

Respectfully submitted.

H. BARRETT LEARNED,
MARY A. McNEILL,
CHARLES F. CARUSI,

Special Committee on Prize Essay Contests.

Subsequently, on May 16, the committee on rules offered the following report, which was adopted by the board:

In accordance with the rules of the board, Chapter I, article 5, section 3, and article 8, your committee on rules recommends that the name of the committee on athletics and playgrounds authorized in Chapter I, article 4, be changed to the committee on student activities and that it shall have charge of matters relating to:

1. Essay contests.
2. The award of military commissions.
3. Scholarships to high-school graduates.
4. All pupil organizations.
5. Other similar supplementary school activities.

Notice of this report has been sent to all members of the board one week prior to this stated meeting of the board, in accordance with the rules.

10. DISTRICT OF COLUMBIA MINIATURE AIRCRAFT TOURNAMENT

The following circular, issued by the superintendent on March 7, 1928, to principals of elementary, junior, and senior high schools, indicates the program organized by the community center department and approved by the Board of Education:

The building and flying of model aircraft has contributed many valuable facts to the science of flying and, since the first man-flight in 1903, has been a beneficial sport among boys throughout the world, but particularly in America. It provides the youth of to-day with an educational recreation which will be an important factor in American aviation, because from these model builders of to-day will come the aircraft designers, manufacturers, and pilots of to-morrow.

Washington, Capital of the Nation that gave wings to man, is encouraging its youth in this worthy sport by the conduct of the District of Columbia miniature aircraft tournament, following the procedure laid down by the Playground and Recreation Association of America for the national playground miniature aircraft tournament. The national tournament, which will be conducted in Atlantic City on October 8 and 9, is in charge of a committee of which Orville Wright is chairman and Col. Charles A. Lindbergh is associate chairman.

The local tournament has the approval of the Board of Education, the department of municipal playgrounds, the office of Public Buildings and Public Parks, and is under the immediate supervision of the community center department. The committee organized to administer the competitions and to certify the local records is as follows:

- Hon. Sidney F. Taliaferro, honorary chairman.
- Maj. Gen. Mason M. Patrick, executive chairman.
- George W. Lewis, vice chairman.
- Paul Edward Garber, technical adviser.
- Sibyl Baker, secretary.
- Porter Adams, chairman committee on awards.
- C. F. Schory, chairman committee on judges.
- Lawrence E. Williams, chairman committee on finances.
- Bess Davis Schreiner, chairman committee on publicity.
- Henry Berliner, Potomac Flying Service.
- Henry K. Bush-Brown, artist.
- John A. Chamberlain, supervisor department of manual training, District of Columbia public schools.
- E. F. Concklin, special assistant to Director Public Buildings and Public Parks.
- Maj. Gen. James E. Fechet, Chief Army Air Corps.
- Walter Hinton, Aviation Institute of the United States.
- Mrs. H. L. Hodgkins, Board of Education.
- William P. MacCracken, jr., Assistant Secretary for Aeronautics, Department of Commerce.
- Roy L. Neuhauser, community center council.
- Mrs. Susie Root Rhodes, supervisor municipal playgrounds.
- Edward P. Warner, Assistant Secretary for Aeronautics, Navy Department.
- Representatives of five daily newspapers.

To give the tournament the highest educational value a progressive series of meets is planned, offering a course in the elemental principles of aeronautics. The performance of the various types of miniature aircraft will be demonstrated and official records kept of such performance. The active cooperation of Paul Edward Garber, curator of aeronautics of the Smithsonian Institution, of officials of the National Aeronautics Association, and of the Capitol Model Aero Club, which has been making miniature aircraft for 15 years, insures to our young people the best teaching in the basic principles of aeronautics. It is hoped that the contest will stimulate originality and invention in the construction of aircraft.

It should be understood that the aircraft constructed and tested are miniature, the maximum size eligible for the test being 40 inches in wing spread.

All boys and girls up to 21 years of age who live in the District of Columbia are eligible to compete in the tournament. No membership in any club or league is required. Suitable awards will be made to the contestants. Details as to these awards will be made later. Offers of awards have been referred to the subcommittee on awards for consideration. The offer of the Washington Post to pay the expenses of three winners in the local contests to a contest to be held in Detroit in June is now in the hands of the subcommittee on awards.

11. LEAVE OF ABSENCE OF TEACHERS PRIOR TO THE CLOSING DAY OF SCHOOL IN JUNE

For various reasons each year teachers ask for leave of absence before the closing day of school. The variety of these reasons will be indicated by the following: To teach in summer schools; to attend summer sessions of universities; to read papers for the college entrance examination board; to make an extended tour of Europe; to attend a national sorority meeting; and to a national Sunday-school association meeting as a delegate.

While a teacher's teaching program for the year may have been covered, much other work must be completed by each teacher, such as recording the marks of pupils, preparing a record of books furnished pupils, and meeting parents about marks given a pupil or about the future educational program of a pupil. Principals report serious embarrassment when teachers are absent during the closing days of school.

The matter was brought up for consideration by a member of the board at the meeting of October 19, and the superintendent indicated his willingness to follow any policy that is consistent with the welfare of the pupils, who are first in importance.

The superintendent laid the matter before the teachers' council for consideration and recommendation. The council appointed a committee of its members to study and report on the matter. The committee made the following report, which was formally approved by the council, and when presented to the Board of Education on March 19 by the superintendent, the report was approved in principle; i. e., subject to necessary limitations required by the statutes or by the board's rules.

To the President and Members of the Teachers' Council:

The committee appointed to study and report upon conditions determining the granting of requests by teachers or officers for a short leave of absence prior to the closing of school in June, wishes to submit the following report:

The committee, appreciating the point of view of administrative officers, brought about by the many difficulties resulting from absence of teachers or officers at this time of the school year, unanimously supports the statement of the general policy made by the superintendent and indorsed by the principals of both grade and high schools, that no leave of absence for a short period prior

to the closing of school in June, be granted to teachers or officers except as hereinafter provided.

The committee believes, however, that there are specific cases in which the school system may so definitely profit by such granting of leave for educational purposes as to warrant the setting aside of the general rule. It therefore makes the following recommendations:

1. That leave of absence be granted to a teacher or officer to study in a university, college, or school opening before the closing date of the school year, provided that the teacher or officer can demonstrate a special advantage to the school system to be gained from enrolling in such university, college, or school.

2. That leave of absence be granted to a teacher or officer to teach in a summer school, provided that he can demonstrate that such teaching will be of definite value to his work in the Washington public schools.

3. That leave of absence be granted to a teacher or officer to read for the college entrance examination board when the readers in his subject are called prior to the closing of the schools in June, provided he can demonstrate such reading to be beneficial to the system.

4. That leave of absence granted for any of these purposes is not to exceed five school days prior to the closing day in June.

5. That the teacher or officer granted leave of absence to study be permitted to put a substitute in his place, who shall be paid, through the proper administrative or supervisory officer, at the rate of pay fixed by the Board of Education for each day of actual service.

6. That the teacher or officer granted leave of absence to teach in summer schools or to read for the college entrance examinations board be granted leave of absence without pay for the actual days of leave, and be given the remainder of his compensation for the month of June.

7. The committee indorse the recommendation made by the principals that a committee on which teachers and principals have representation be appointed by the superintendent to consider the granting of such leaves of absence as are specified above. It further recommends that teachers desiring such leave submit to the superintendent with their applications a written statement of their reasons for applying for such leave, such application and statement, after approval, to be filed in the office of finance and accounting.

LOLA M. HUTCHINS, *Chairman.*

In accordance with the recommendations of the council, approved by the board, the superintendent appointed the following committees to make recommendations to the superintendent on applications for leave:

Elementary schools: Mrs. J. F. Hilder (chairman), Miss M. F. Matthews, Miss C. A. D. Luebker.

Junior high schools: Miss Ann Keliher (chairman), Mr. W. L. Savoy, Mr. H. P. Safford.

Senior high and normal schools: Mrs. Lola Hutchins (chairman), Mr. George H. Murray, Mr. Frank C. Daniel.

The plan worked out successfully and five elementary-school teachers, one junior high school teacher, and eight senior high and normal school teachers were given leave in June, 1928.

12. POLICY ON ADOPTION OF TEXTBOOKS WRITTEN BY LOCAL AUTHORS

At the meeting of the board held March 21 the superintendent presented the following special report, which was approved by the board:

In connection with the report of the superintendent of schools revising and extending the list of textbooks and supplementary books authorized for use in the public schools of the District of Columbia, I desire, in this special report, to call the attention of the Board of Education to the matter of the adoption of textbooks for use in the Washington schools which have been written by teachers and officers in the Washington school system, and to recommend to

the board a policy regarding this matter to be followed by the superintendent of schools and the Board of Education hereafter in the approval of such textbooks.

How to handle textbooks written by teachers or officers in the Washington school system presents an important problem. Usually textbooks written by local authors are peculiarly well adapted to the local courses of study and conform closely to the local point of view of teaching the subjects covered by the texts.

In view of the professional relationship of the local authors to their colleagues in the school system, their books may seem to receive preferential consideration among available textbooks under consideration for adoption. Moreover, the extensive use in the Washington school system of books prepared by local authors results in a substantial financial profit to the authors.

I have been told that some superintendents who are authors of reputable textbooks have not permitted their use in the school system with which they are identified. They have taken this position in order to avoid all possible criticism whether of a professional or of a financial character.

I have been told also that other superintendents have permitted the use of their textbooks, but have declined to accept any royalties from the sales of books within their respective cities. Obviously this removes any possible criticism of the use of said books from a financial point of view. It does not seem to me that either one of these procedures wholly meets the situation.

In the first instance, the school system ought not, in my judgment, to be deprived of the use of a satisfactory textbook solely because it is written by an employee in the school system that is to use it.

In the second instance, in my judgment, a local author should not be deprived of the financial fruits of his labors by having to forego royalties.

However, because of the delicacy of the situation, I have felt it desirable to call your attention to the fact that there are now several books on the market written by local authors and it would appear that the number of such books is likely to increase rather than to decrease. I am, therefore, offering for your consideration the following plan of procedure in such cases.

PROPOSED PLAN

In order that exceptional care may be exercised in the adoption of textbooks for use in the schools of Washington, written by local authors; in order that the school system may not be deprived of the use of such books if they are worthy, and in order that local authors may have equal chances with other authors in the profits from the sale of their books in Washington, the superintendent proposes the following plan of procedure for the adoption of such books.

In substance, it is proposed that the Board of Education, should not rely exclusively upon the investigation of the several textbook committees and the recommendation of the superintendent of schools, but should submit books by local authors to an agency outside of the public-school system for the expression of a professional opinion as to the merits of the books concerned.

Specifically the procedure recommended is as follows:

1. Textbook committees made up of teachers and officers would review the comparative merit of books in use and new books published on the various subjects; would compare them and finally recommend to the superintendent of schools new books for adoption and the discontinuance of books now in use. This is the present procedure.

2. The superintendent of schools, as now, would review such books and submit his recommendations to the Board of Education.

3. The new step herein proposed is this:

That the Board of Education submit the books by local authors either to the United States Bureau of Education or to the research department of the National Education Association, with the request that that organization submit a professional judgment to the Board of Education, indicating whether said books are among the leading books in their respective subjects and hence worthy of adoption in the Washington school system.

The Board of Education would not take action on the superintendent's recommendations concerning such texts unless and until a favorable report had been received on such books.

The adoption of the aforementioned procedure would be fair not only to the local authors but also the school system. It would also be a means of reassuring

the Board of Education that the recommendations of the textbooks committees and of the superintendent of schools are based on merit, are in the interests of the school system, and are not prompted by any consideration other than professional.

13. ACCEPTANCE OF GIFTS TO SCHOOLS

The matter of acceptable and nonacceptable gifts to public schools continued to have the consideration of the Board of Education during the school year 1927-28. The progress that has been made during the year in establishing a reasonable policy regarding this matter will be found in Superintendent's Circular No. 55, issued April 16, as follows:

To school officers and principals:

At the meeting of the Board of Education held on March 21, 1928, a report was submitted by the committee on buildings, grounds, and equipment of the Board of Education relative to the policy to be followed in the acceptance of gifts for public-school buildings. This report was approved by the Board of Education. The provisions of the report are submitted for your observation and guidance in accepting gifts.

1. That principals of buildings be authorized to accept the following gifts:

Balls—base, basket, foot, playground, and soccer.

Balopticons.

Banners.

Bats.

Bars, chinning.

Beams, balance.

Blackboards, portable.

Blankets.

Blocks, building.

Boards, balance and building.

Bulbs, for beautification of grounds.

Cases, pillow.

Chairs, for teachers' rooms.

Charts, for eye tests.

Chinaware, for teachers' rooms.

Cleaners, eraser.

Cookers, fireless, for teachers' rooms.

Couches, for teachers' rooms.

Covers, couch and table, for teachers' rooms.

Curtains, for teachers' rooms.

Cushions, chair, for teachers' rooms.

Cutlery, for teachers' rooms.

Cutters, paper.

Dishes, for teachers' rooms.

Evergreens, for beautification of grounds.

Ferneries, for teachers' rooms.

Fertilizer, for grounds.

Gloves, baseball.

Linen, for teachers' rooms.

Machines, gelatin roll duplicating.

Markers, playground.

Needles, victrola.

Nets, tennis and volley ball.

Pads, couch, for teachers' rooms.

Pennants.

Percolators, for teachers' rooms.

Pillows, for teachers' rooms.

Plants, for beautification of grounds.

Poles, tether ball.

Quoits.

Records, victrola.

Rackets, tennis.

Rockers, for teachers' rooms.

Rolls, music, for player pianos.
 Ropes, jumping.
 Scales, weighing.
 Seeds, for grounds.
 Settees, for teachers' rooms.
 Shrubs, for beautification of grounds.
 Silverware, for teachers' rooms.
 Slides, stereopticon.
 Stereographs.
 Stereoscopes.
 Stereopticons.
 Tables, for teachers' rooms.
 Trees, for beautification of grounds.
 Victrolas.
 Watches, stop.

2. That all equipment authorized to be accepted shall be of approved types, and if operated by electrical current shall be accepted with the understanding that it shall be operated from regular outlets and not from lighting circuits.

3. That immediately upon the acceptance of any of the foregoing gifts the principal of the building shall submit a report showing the gift accepted and the donor thereof to the assistant superintendent in charge of business affairs, and on the basis of these reports a record of all gifts so accepted shall be submitted to the Board of Education.

4. That principals of buildings and school officials shall not accept any gift other than as herein specified without first having secured the authority of the Board of Education.

In submitting the foregoing recommendation the administrative officers realize that the list may not be complete and will be subject to additions from time to time. Further recommendations for extending this list will be submitted to the Board of Education.

14. STATUS OF SCHOOL MATRONS

On April 4, 1928, the Board of Education received the proposal that the classification of the school matrons be changed from their present status in the custodial staff to a classification in the subprofessional group, grade 2, job 14, title "Hospital attendant; salary, \$1,140 to \$1,500."

This suggestion was referred to the superintendent for investigation and report. The following report was received by the Board of Education at its meeting on April 18, and duly approved by the board:

REPORT OF SUPERINTENDENT

At the meeting of the Board of Education held April 4, 1928, the board received a communication from the teachers' union relative to the status of school matrons and referred the same to the superintendent for investigation and report. Accordingly the superintendent makes the following report.

"The communication from the teachers' union is as follows:

"The teachers' union recommends that, inasmuch as the school matrons are performing many duties which are not purely of a custodial character, but more nearly approach those of a practical nurse and welfare worker, that the school matrons be reclassified and put into subprofessional 2-14 in accordance with the civil service salary classification laws.

"Subprofessional group—grade 2, job 14, title "Hospital attendant, \$1,140-\$1,500."

"Under immediate supervision, to perform routine manual tasks involved in the care of hospital patients, as the following: Assisting with the clothing, feeding, and dressing of patients; making beds; cleaning wards, rooms, and corridors; or assisting in the serving of meals in dining rooms and wards.

"Minimum qualifications: Common-school education or equivalent."

"The teachers' union makes this recommendation because the school matrons by being reclassified and put into subprofessional 2-14 would receive a larger salary, to which the varied character of their duties and the splendid service

rendered by this fine body of women entitle them, and they would no longer be a part of the custodial group, to which they do not properly belong."

The proper classification of school matrons has been a subject of consideration by the Board of Education and the school officials on several occasions during the past few years. A school matron is employed in each of our high and junior high schools and in the normal schools. The duties of the matrons are prescribed by the Board of Education in section 5, paragraphs 1 and 2, of Chapter VII, as follows:

"Sec. 5. 1. The matron shall be in charge of and responsible for the care of the emergency room, shall render first aid to pupils and employees, and shall be responsible for the supervision of the cleanliness and sanitation of the rooms set aside for the exclusive use of girls.

"2. The matron shall be subject to the orders of the principal of the building."

The employees serving under the Board of Education are in general classified into three groups:

1. Officers and teachers, whose salaries are established by the teachers' salary act of June 4, 1924.

2. The clerical staff of the school system, whose salaries are established in the reclassification act.

3. The custodial staff, whose salaries are likewise fixed in the reclassification act.

The salaries for matrons have always been and now are carried with the salaries for the custodial staff. However, as the rules provide, the matron is under the supervision and direction of the principal of the building.

Two questions arise: Whether it is undesirable to have the matron's salaries carried with the salaries for the custodial staff, and, if so, where they should be carried in the school budget.

The recommendation of the teachers' union appears to be on the assumption that the matrons are now not properly classified, and that they should receive a higher salary than they now receive.

Since there are only three general groups of employees under the Board of Education, if the salaries of matrons are not carried with the salaries of the custodial staff the question arises as to whether such salaries should be carried with the salaries of clerks or with the salaries of teachers and officers. Obviously the matrons do not belong with the clerical staff or with the professional staff of the school system.

As has already been indicated, the teachers' union proposes that matrons be classified as hospital attendants. A comparison of the definition of functions of a hospital attendant with the definition of the duties of the matrons, as prescribed in the rules of the Board of Education, clearly shows that matrons are not performing the functions expected of hospital attendants, and some of them may not be qualified to perform such service. The matron's duties are not chiefly or in reasonable measure any of the following functions of a hospital attendant:

"Assisting with the clothing, feeding, and dressing of patients; making beds; cleaning wards, rooms, and corridors; or assisting in the serving of meals in dining rooms and wards."

Another important consideration is brought to your attention in connection with this proposal. Hospital attendants constitute a subprofessional group directly related to the medical service of a hospital. If the matrons are to be classified as hospital attendants, it may be reasonably asked why they should not come under the supervision and direction of the medical inspectors of the Health Office rather than under the supervision and direction of the principals of buildings.

In conclusion, and because of the consideration outlined above the superintendent is of the opinion that the matrons should not be classified as hospital attendants.

15. CONSOLIDATED LIST OF NORMAL-SCHOOL GRADUATES IN LIEU OF CLASS OF 1929

At its meeting on April 18, the attention of the Board of Education was called to the fact that there will be no graduates from our normal schools for June, 1929, owing to the extension of the course from two years to three years.

It was suggested in the communication that in appointing elementary-school teachers for the year beginning September 1, 1929, the classes of 1924, 1925, 1926, 1927, and 1928 be considered. While it was generally understood that this would be the practice under the rules of the Board of Education, the matter was referred to the superintendent who, at the meeting on May 2, presented to the board, through the rules committee, a special order as follows:

SPECIAL ORDER

The superintendent of schools directs the attention of the Board of Education to the following facts in regard to the Washington normal schools:

There will be no graduating classes from the Washington normal schools in June, 1929. The eligibility of the class of February 1, 1929, of the Wilson Normal School will extend through January 31, 1930. There will be no graduating class from the Miner Normal School in February, 1929.

Accordingly, the superintendent of schools submits the following recommendation for the approval of the Board of Education:

Ordered, that beginning July 1, 1929, and extending to the graduation of the class of June, 1930, for the Miner Normal School, and beginning February 1, 1930, for the Wilson Normal School, appointments of graduates of the Washington normal schools to the elementary schools shall be made as follows:

In order of rank from a consolidated list of Washington normal-school graduates of the five preceding years, who have never been appointed to teach in the public schools of the District of Columbia, arranged in order of their ratings on graduation irrespective of the date of graduation.

The aforementioned order was unanimously approved by the committee on rules and likewise approved by the Board of Education.

16. THE FUNCTIONS OF THE RESEARCH DEPARTMENTS

For purposes of record, and in order that all persons interested may have information readily accessible regarding the educational research departments, Superintendent's Circular, No. 65, issued May 4, 1928, is here included:

To all administrative and supervisory officers:

For the information and guidance of all administrative and supervisory officers I am submitting the following statement on the functions of the educational research departments in Divisions I-IX and Divisions X-XIII in the school system of Washington. This statement has been discussed thoroughly with the assistant superintendents and was approved unanimously by the superintendent and his associates.

* * * * *

Educational research in Washington is systematically organized and carried on under the supervision of two assistant superintendents, one in Divisions I-IX and one in Divisions X-XIII. Previous to July 1, 1923, educational research was carried on under the supervision of two supervising principals.

Testing of children has always been carried on at the request of building principals or supervising principals. No tests have been organized and carried on in any schools without the approval of the responsible administrative or supervisory officer.

Requests for testing have become so general throughout the school system that the resources of the departments of educational research are insufficient to carry on this work and other work of equal importance. Many problems relating to methods of teaching, organization of children, and general administration should be the subject of study by the research departments. Standard tests measuring educational progress of children, rather than general intelligence, should receive more attention than can be given them under present circumstances.

During the period of introduction of intelligence tests and standardized achievement tests into the schools of Washington much of the time of the officers in charge of educational research has been devoted to personal conferences with teachers, principals, and supervising principals. These conferences have always been held at the request of such teachers and principals.

This has been done in order that field officers might familiarize themselves with the nature of the tests and the meaning of the results. In addition to this, conferences with principals of schools have been primarily for the purpose of considering how the results of the tests may be most advantageously utilized in the organization of pupils into more homogeneous classes.

In the consideration of educational research it should be borne in mind at all times that the testing of children is not an end in itself, but is a means of securing competent information about the children, to the end that their instruction may be made more efficient.

From the general review of the situation it would appear that the time has arrived when the research departments would be justified in giving less attention to conferences with individual teachers and school officers and more attention to providing such officers with additional results of research work. This can be done on the assumption that supervising principals and principals of elementary schools have become sufficiently familiar with the testing and the results of testing as to be able to use those results effectively in the organization of their respective schools.

It should be understood that it is not proposed to withdraw all of the advice and counsel of those in charge of educational research from principals of schools, supervising principals, and assistant superintendents. It is, however, contemplated that this advice and counsel shall be materially reduced, and shall be provided only where needed, to the end that the responsibility for the organizing of classes in our elementary schools shall rest with the supervising principal and his building principals, as provided in the rules of the Board of Education and as required by principles of efficient management of elementary schools.

To carry out the general administrative policy indicated above will mean that the functions of the assistant superintendents in charge of educational research will be substantially as follows:

1. That it shall be their function within their respective schools to organize and conduct such examinations as they are requested to conduct; tabulate the results of such tests, and report those results to the building principals or the supervising principals.

2. That the assistant superintendents in charge of educational research shall advise with building principals or supervising principals when requested to do so as to the meaning of the results of the tests and their significance in the organization of classes. The assistant superintendents in charge of educational research shall furnish this advice under such conditions as to make it clear to all parties concerned that they are not trespassing upon the function of the supervising principal as stated in the following rule (Ch. III, sec. 7):

"He shall organize the classes within the several school buildings of his division, classify the pupils in the various grades, and assign teachers to classes."

3. That the utilization of supplementary elementary-school teachers or regular classroom teachers by those in charge of educational research in the giving of tests or in the tabulation of results shall be only to the extent that such participation on the part of teachers will be directly beneficial to said teachers in their teaching assignments.

4. That educational research in Washington shall be carried on in general as a fact-finding process, and that the assistant superintendents in charge of educational research shall not assume any responsibility or be held responsible for the utilization of such testing results in the organization, administration, and supervision of the schools.

5. That the assistant superintendents in charge of educational research will consider with the superintendent and the other assistant superintendents the formulation of a well-balanced plan for the research departments, covering the giving of intelligence tests and standardized achievement tests, and the study of administrative problems.

* * * * *

The superintendent suggests that each officer discuss the contents of this statement with his teachers.

17. TEACHERS' INSTITUTE

The teachers' institutes are conducted under the auspices of the Teachers' Council. The expenses of the institutes are defrayed by voluntary contributions from teachers and officers. The institute lectures are of two classes—general lectures of interest to all teachers and officers and lectures on special subjects which are for limited groups of teachers.

GENERAL LECTURES

Date	Subject	Speaker
Nov. 16, 1927.....	The Significance of Individual Differences Among Children.	Dr. Frank W. Ballou, superintendent of schools, Washington, D. C.
Dec. 15, 1927.....	The Attainment of Classroom Efficiency.	Dr. Florence E. Bamberger, Johns Hopkins University.
Apr. 19, 1928.....	Curriculum Revision.....	Dr. W. W. Charter, University of Chicago.
Apr. 24, 1928.....	The Improvement of Teachers in Service.	Dr. Frank W. Ballou, superintendent of schools, Washington, D. C.
May 8, 1928.....	Vocational and Educational Guidance.....	Asst. Supt. Richard D. Allen, Providence, R. I.

SPECIAL LECTURES

Oct. 15, 1927.....	The Relation of Physical Measurement to Health and Personality.	Dr. Phillip Rice, New York City.
Feb. 20, 1928.....	Modern Language Teaching in Junior and Senior High Schools.	Asst. Supt. Wm. B. Snow, Boston, Mass.
Mar. 15, 1928.....	Public School Music.....	Prof. P. W. Dykema, Teachers College N. Y.
Mar. 23-29, 1928.	Unification of Kindergarten and First Grade Education.	Miss Patty Smith Hill, Teachers College, N. Y.
May 15, 1928.....	Mathematics in the Junior and Senior High Schools.	Prof. John R. Clark, New York University.

18. FIELD DAY OF PHYSICAL-TRAINING DEPARTMENT DIVISIONS X-XIII

At the meeting of the Board of Education held February 15, the board authorized the physical-training department of Divisions X-XIII to hold a public exhibition of physical-training work of the elementary schools. Authorization was also given to charge a general admission fee of 25 and 50 cents to defray the expenses, any surplus to be reserved for the future use of the physical-training department.

Accordingly, on Thursday, May 24, 1928, at 2.30 p. m., the following program was carried out:

PROGRAM

First grades—Dances:

- (a) Yankee Doodle (American).
- (b) Chimes of Dunkirk (Scotch).

Second grades—Indian lesson:

- (a) Signaling friends to hunt.
- (b) Looking for game.
- (c) Walking through tall grass.
- (d) Shooting bow and arrow.
- (e) Paddling home.
- (f) Chopping wood.
- (g) Dancing around fire.

Third grades—Maypoles:

Colors—

- Normal school, blue and white.
- Divisions 10, 11, pink and white.
- Division 13, green and white.

Fourth grades—Games:

- Shuttle relay.
- Dodge ball.
- Snatch dumbbell.
- Streets and alleys.
- Straddle ball.
- Straddle ball with line interference.
- Stunts (led by normal-school students).

Fifth grades—Dutch dance:

- Wooden shoes (Louis Chalif).

Sixth grades—Mimetic exercises:

- (a) Archery.
- (b) Putting the shot.
- (c) Hoisting sail.
- (d) Swimming.
- (e) Golf drive.
- (f) Running.

Seventh and eighth grades—Weaving dance (Swedish).

Normal school—Spanish dance.

- Jota Aarugonesa (Louis Chalif).

19. THE PASSAGE OF A NEW CHILD LABOR LAW

A new child labor law was passed by Congress and approved by the President May 29, 1928, to take effect on the 1st day of July, 1928. The most essential provisions of this law were issued by the director of school attendance and work permits on June 27, 1928, as follows:

PROVISIONS OF THE NEW CHILD LABOR LAW

[An act to regulate the employment of minors in the District of Columbia. Public act 618. Effective July 1, 1928]

AGE REGULATIONS

No child under 14 years of age shall be employed in any gainful occupation with the exception that boys 10 years of age and over may be employed outside of school hours in the distribution of newspapers and boys 12 years of age and over may be employed in the sale of newspapers.

No boy under 12 years of age and no girl under 18 years of age shall distribute, sell, or expose or offer for sale any newspapers, magazines, periodicals, or any other article of merchandise of any description or distribute handbills or circulars in any street or public place, or exercise the trade of bootblack in any street or public place; except boys 10 years of age and over may engage in the distribution of newspapers, magazines, or periodicals on fixed routes.

No minor under 16 years of age shall be employed at any of the following occupations: (1) In the operation of any machinery operated by power other than hand or foot power; (2) in oiling, wiping, or cleaning machinery or assisting therein.

No minor under 18 years of age shall be employed: (1) At operating any freight or passenger elevator; (2) in any quarry, tunnel, or excavation; (3) in any tobacco warehouse or cigar factory or place where tobacco is manufactured or prepared.

No girl under the age of 18 years shall be employed: (1) In any retail cigar or tobacco store; (2) in any hotel or for any apartment house; (3) as an usher, attendant, or ticket seller in any theater or place of amusement; (4) as a messenger in the distribution or delivery of goods or messages for any person, firm, or corporation engaged in the business of transmitting or delivering messages.

No boy under 16 years of age shall be employed in the stuffing of newspapers, nor shall the work of any boy between the ages of 16 and 18 years so employed exceed 40 hours in any one week nor shall he be employed on more than one night in any one week.

HOOR STANDARDS

No minor under 18 years of age shall be employed in connection with any gainful occupation more than six consecutive days in any week, or more than 48 hours in any one week, or more than 8 hours in any one day.

No girl under 18 years of age and no boy under 16 years of age shall be employed between the hours of 7 p. m. and 7 a. m., nor shall any boy between the ages of 16 and 18 be employed during the hours from 10 p. m. and 6 a. m.

No male between the ages of 18 and 21 years shall be employed, permitted, or suffered to work as a messenger boy for any person, firm, or corporation engaged in the business of transmitting or delivering messages between the hours of 12 midnight and 5 a. m., nor shall any female between the ages of 18 and 21 years be so employed between the hours of 7 p. m. and 6 a. m.

No boy under 16 years of age shall be permitted to sell papers, magazines, etc., in any street or public place between the hours of 7 p. m. and 6 a. m.

CERTIFICATE REQUIREMENTS

No minor between the ages of 14 and 18 years shall be employed in any gainful occupation unless his employer has procured and keeps on file, accessible to any person authorized to enforce this act, a work or vacation permit.

No boy under 16 years of age shall be employed in the sale of newspapers, magazines, etc., in any street or public place unless he shall have procured and is carrying on his person in plain sight a badge issued by the department of school attendance and work permits.

No permit shall be valid except for the employer named thereon and for the specific occupation designated.

PENALTIES

Whoever employs any minor in violation of any of the provisions of the child labor law or any order issued under the act, or interferes with or obstructs or hinders the enforcement of the child labor law; and whoever having under his control or custody any minor permits him to be employed in violation of the provisions of the act shall for the first offense be punished by a fine of not less than \$25 nor more than \$100 or by imprisonment of not less than 10 days nor more than 30 days, or by both upon the discretion of the court; and for the second offense he shall be punished by a fine of not less than \$50 nor more than \$200 or by imprisonment of not less than 30 days nor more than 90 days, or by both at the discretion of the court. Every day during which any violation of this act continues shall constitute a separate and distinct offense.

NOTE.—The term "employed" wherever used shall include employed, "permitted, or suffered to work."

20. POLICIES AFFECTING THE ORGANIZATION OF KINDERGARTENS

The following statement of policy was approved by the Board of Education at its meeting June 21, 1928:

The superintendent and his assistant superintendents deem it advisable to adopt the following administrative policies with a view to making more effective the organization and operation of kindergartens:

A. Subject to the availability of a room and a salary, consideration should be given to the establishment of a new kindergarten in a community which can present the names and addresses of at least 30 pupils of kindergarten age who will attend.

B. When the number of children belonging in a kindergarten becomes reduced to less than 25 pupils consideration should be given to whether such kindergarten should be discontinued.

C. When the number of children belonging in a kindergarten has reached more than 40 pupils consideration should be given to whether two teachers should be assigned to such kindergarten.

D. When the number of children belonging in a kindergarten having two teachers becomes reduced to less than 35 pupils one of the teachers may be reassigned to a kindergarten where the number belonging warrants an additional teacher.

E. When the number of children belonging in a kindergarten plus a waiting list has reached more than 55 pupils consideration should be given to whether two groups should be organized for morning and afternoon attendance, respectively, one from 9 to 12, the other from 1 to 4. Under such organization one teacher will work from 9 until 3 o'clock, the other teacher from 10 until 4 o'clock. Thus only one room and two teachers are required.

F. When the number of kindergarten children belonging in a building has reached more than 70 pupils consideration should be given to whether two groups of 45 pupils and 25 pupils, respectively, should be organized. Under this plan two rooms are required, and three teachers, the larger group having two teachers (only one room will be required for these classes if doubled up).

G. When the total kindergarten enrollment in a building has reached more than 80 pupils consideration should be given to whether two groups should be organized, each having two kindergarten teachers. Under this plan each group would be deemed large enough to require two teachers.

ASSIGNMENT OF KINDERGARTEN TEACHERS WHEN THE KINDERGARTEN IS NOT IN SESSION

For several years a 5-hour day has been in effect for all teachers of kindergarten and elementary grades. Although the usual kindergarten session is three hours, and although many of the classes of primary teachers are on part time, the teachers of all kindergarten and primary grades have been functioning in one way or another in the educational activities of the building unit when not actually teaching in their respective classrooms. Heretofore the assignment of kindergarten teachers to duties other than these pertaining to their regular activities in kindergartens has depended upon the local conditions and opportunities within their respective buildings, and has depended to some extent upon the ability of the teacher concerned to perform certain special tasks assigned by the building principal. The specialized normal-school training of the kindergarten teacher has not given her the preparation necessary to perform much of the regular work of the primary teacher.

When the new unified kindergarten-primary course has been fully established in the normal schools, kindergarten teachers will be prepared to assume greater responsibilities in the primary grades. Meanwhile, it is deemed advisable by the Board of Education and the administrative officers to define more definitely the procedure for a more systematic use of the time and training of kindergarten teachers when the kindergarten is not in session.

APPROPRIATE ASSIGNMENTS FOR KINDERGARTEN TEACHERS

1. Classroom activities: Music, rhythm, and games, physical training, art, and like activities.

2. Building activities: Preparing holiday programs for Flag Day, Christmas, and for other special assemblies; testing and measuring; assisting with class excursions; weighing and measuring pupils; helping in playground work, thrift work, and Junior Red Cross activities.

21. POLICIES AFFECTING TEACHERS OF SPECIAL SUBJECTS IN THE ELEMENTARY SCHOOLS

The following statement of policy was approved by the Board of Education at its meeting January 21, 1928:

The school system of Washington is gradually being reorganized from the former system of eight years of elementary school and four years of high school to a school system consisting of elementary schools of six years, junior high schools of three years, and senior high schools of three years. The development of the 6-3-3 plan of school organization involves the gradual transfer to the junior high schools of all seventh and eighth grade elementary-school pupils, leaving an elementary school of six grades.

This change in organization makes it necessary to consider what changes in the program of instruction in the special subjects in both elementary and junior high schools are necessitated or made desirable by the new plan of school organization. The teacher cost of the educational program in special subjects in both elementary schools and in junior high schools likewise supports the demand for such consideration.

Hence it is deemed advisable to undertake to state the general purposes underlying the program of instruction for special subjects in elementary and junior high schools and to formulate policies affecting the organization of the work and the assignment of teachers in these special fields. The special subjects with which we are concerned are music, drawing, physical training, manual arts, household arts, penmanship, elementary science and nature study, and visual instruction.

The junior high school offers courses in special subjects primarily related to the life interests of pupils of that age. It covers not only the work heretofore offered in the manual and household arts in grades 7 and 8, but provides for the extension and intensification of that work. The shops and rooms where such work is carried on are especially equipped and provided with appropriate materials of instruction. The teachers for this work are professionally trained as specialists in their respective fields and are assigned to the several junior high schools as members of the faculty rather than as representatives of the several special departments. Many of the junior high school teachers of special subjects have been recruited from the corps of special teachers in the several departments of special subjects and will probably continue to come mainly from that source.

In the elementary school of six grades the special subjects must be modified in relation to the junior high school program. These subjects should be so related to child life in the home and in the community and so correlated with the regular classroom instruction as to afford opportunities to the child to handle the materials of everyday life, to become acquainted with them and their usefulness, and to express himself creatively through the application of what he learns.

The new 3-year course of the normal schools will make it possible to prepare better our regular classroom teachers for instruction in the so-called special subjects, which, as teachers are prepared for it, will gradually become the regular work of the grade teacher and not the work of the special teacher.

It is believed that limited departmentalization of teaching in the upper grades of the 6-year elementary school course will furnish an opportunity to utilize those teachers in each of our larger buildings who are particularly well qualified to instruct the children in the so-called special subjects.

The new situations growing out of the reorganization of the schools on the 6-3-3 plan and the adjustments made necessary thereby prompt the adoption of the following administrative policies pertaining to the organization of instruction in the special subjects and the assignment of teachers to give that instruction.

REORGANIZATION OF THE SPECIAL DEPARTMENTS

1. Special teachers in the several special departments aforementioned will gradually become assistants to their respective directors, and under the supervision of the director will be assigned for the help of teachers rather than for the instruction of pupils as heretofore.

2. The number of special teachers in the several special departments will be gradually reduced through resignation, retirement, promotion to junior high school, and assignment to departmental teaching. This change will be made gradually as the seventh and eighth grade classes of the elementary schools are transferred to the junior high schools, and as teachers become available from our normal schools qualified to teach such of the special subjects as may be effectively taught in the regular classroom.

3. Such special teachers as may be hereafter appointed under the reorganized departments of domestic science and domestic art will be required to be prepared to teach both domestic science and domestic art.

4. Such special teachers as may be hereafter appointed to teach art will be prepared to teach both fine and industrial arts.

DEPARTMENTALIZED TEACHING

1. In the larger buildings limited departmental teaching in the upper grades of the 6-year elementary school will be introduced, thereby providing an opportunity for regular teachers who display ability in the special subjects to give instruction in those fields, thus making the most effective use of the special abilities of teachers.

EQUIPMENT

1. The gradual transfer of seventh and eighth grade classes to the junior high schools will reduce the number of manual training, domestic science, and domestic art centers formerly used by these classes.

2. In every large elementary-school building there shall be provided a girls' room properly equipped so as to suggest the home environment. The facilities offered by this room will motivate projects and activities that come within the home and community interests of the girls of elementary-school age. The equipment should not be elaborate, but rather simple and comparatively inexpensive.

3. In every new elementary-school building there shall be provided a boys' room, planned for a combination of activities. It shall be equipped with a few simple workbenches and a collection of appropriate tools and materials. This room is to be the laboratory and workshop for the furthering of industrial-arts work of the elementary schools, much of which will be carried on in the regular classroom and some of which will be carried on in this specialized room.

4. The underlying purpose of the industrial-arts work carried on in these rooms is to offer opportunities to the pupil for self-expression, to the end that his constructive impulses and investigating impulses may develop into an ability to create on the level of the child's growth. It is not expected as an outcome of this work in the lower grades that the child will acquire definite skill in the handling of tools.

ADMINISTRATION

1. These special rooms, when not in use by teachers under the immediate supervision of a departmental director, will be in charge of the building principal, who will be responsible for the teaching program, for the organization of the classes, and for the supervision of the activities carried on therein when used by the regular teacher of the building. The principal will seek to develop a proper balance and relationship between the specialized activities on the one hand and the academic work that is going on in the regular classroom on the other hand.

22. THE APPOINTMENT OF ADMINISTRATIVE AND SUPERVISORY OFFICERS FROM WITHIN AND WITHOUT THE SCHOOL SYSTEM

In the appointment of a junior high school principal the Board of Education has formally approved the general policy that the best person available shall be appointed by the superintendent, whether that person was within or without the school system, but qualifications being equal in the case of candidates the superintendent should appoint persons from within the service. (See p. 32. Report of Board of Education, 1924-25.)

This same general policy is followed by the superintendent in the appointment of other administrative and supervisory officers in the school system.

In the nature of the case the appointment of a person from outside the school system to an important administrative or supervisory position frequently receives more public attention than the appointment of a person within the school system. In view of this public interest in the matter, and for the information of all concerned, the superin-

tendent here presents a complete statement showing all appointments to administrative and supervisory positions that have been made by him since July 1, 1920.

A summary of these appointments shows that approximately 90 per cent of them have been made from within the school system and only 10 per cent have been made of persons outside of the school system. The complete list of persons so appointed, arranged according to positions, follows:

APPOINTMENTS FROM WITHIN THE SYSTEM

FIRST ASSISTANT SUPERINTENDENTS

- | | |
|----------------------|-------------------------|
| 1. Mr. S. E. Kramer. | 2. Mr. G. C. Wilkinson. |
|----------------------|-------------------------|

ASSISTANT SUPERINTENDENTS

- | | |
|-------------------------|-------------------------|
| 1. Mr. R. L. Haycock. | 5. Mr. G. C. Wilkinson. |
| 2. Maj. R. O. Wilmarth. | 6. Mr. H. H. Long. |
| 3. Miss R. L. Hardy. | 7. Miss M. P. Shadd. |
| 4. Miss Jessie LaSalle. | 8. Mr. E. A. Clark. |

SUPERVISING PRINCIPALS

- | | |
|---------------------------|--------------------------|
| 1. Mr. H. H. Long. | 4. Miss Janet McWilliam. |
| 2. Miss E. F. G. Merritt. | 5. Miss E. A. Hummer. |
| 3. Miss Adelaide Davis. | 6. Mr. H. W. Draper. |

NORMAL-SCHOOL PRINCIPALS

- | | |
|---------------------|----------------------|
| 1. Mr. E. A. Clark. | 2. Mr. J. A. Turner. |
|---------------------|----------------------|

HIGH-SCHOOL PRINCIPALS

- | | |
|----------------------|-------------------------|
| 1. Mr. S. E. Kramer. | 4. Mr. G. D. Houston. |
| 2. Mr. A. W. Miller. | 5. Mr. R. N. Mattingly. |
| 3. Mr. W. L. Smith. | |

JUNIOR HIGH-SCHOOL PRINCIPALS

- | | |
|---------------------------|-------------------------|
| 1. Miss Mineola Kirkland. | 7. Mr. C. J. Schwartz. |
| 2. Mr. G. S. Wormley. | 8. Mrs. A. I. Kinnear. |
| 3. Mr. R. N. Mattingly. | 9. Mr. F. A. Woodward. |
| 4. Mr. H. W. Draper. | 10. Mrs. M. H. Plummer. |
| 5. Mr. H. P. Safford. | 11. Mr. J. G. Logan. |
| 6. Mr. R. W. Strawbridge. | |

HEADS OF DEPARTMENTS

- | | |
|--------------------------|-------------------------|
| 1. Miss M. C. Hawes. | 5. Mr. E. B. Henderson. |
| 2. Dr. G. H. White. | 6. Miss E. C. Harris. |
| 3. Mr. W. J. Wallis. | 7. Mr. C. C. McDuffie. |
| 4. Miss Otelia Cromwell. | |

ASSISTANT HIGH-SCHOOL PRINCIPALS

- | | |
|-------------------------|------------------------|
| 1. Miss K. D. Bucknam. | 6. Miss M. J. Watts. |
| 2. Miss M. P. Bradshaw. | 7. Miss J. E. Brooks. |
| 3. Miss Jessie Coope. | 8. Mrs. O. W. Spivey. |
| 4. Miss P. E. Thonssen. | 9. Mr. L. G. Hoover. |
| 5. Mr. N. J. Nelson. | 10. Mr. J. P. Collins. |

CHIEF EXAMINER, BOARD OF EXAMINERS

1. Mr. Harry English

DIRECTORS OF SPECIAL SUBJECTS

- | | |
|-----------------------|-----------------------|
| 1. Miss Ida O'Neal. | 4. Miss Sibyl Baker. |
| 2. Miss E. A. Hummer. | 5. Mrs. W. C. Mayer. |
| 3. Miss R. L. Nixon. | 6. Mr. P. J. Rayford. |

ADMINISTRATIVE PRINCIPALS

- | | |
|----------------------------|----------------------------|
| 1. Miss L. E. Ballenger. | 26. Miss Isabelle Kinner. |
| 2. Miss C. A. Ossire. | 27. Miss J. E. Page. |
| 3. Miss A. L. Galeski. | 28. Mr. J. E. Syphax. |
| 4. Miss B. L. Pulizzi. | 29. Mr. J. P. Gillem. |
| 5. Mrs. E. K. Peeples. | 30. Mr. J. C. Payne. |
| 6. Miss A. B. Neumeyer. | 31. Mrs. S. E. Gray. |
| 7. Miss M. F. Gore. | 32. Miss Josephine Burke. |
| 8. Miss M. E. Bond. | 33. Mr. C. K. Finckel. |
| 9. Miss M. R. Lyddane. | 34. Miss C. G. Brewer. |
| 10. Miss M. A. Dilger. | 35. Miss M. W. Frank. |
| 11. Miss Emily Scrivener. | 36. Miss Lydia Dalton. |
| 12. Miss A. M. Clayton. | 37. Miss K. R. Macqueen. |
| 13. Miss S. R. Craighill. | 38. Miss B. L. Pattison. |
| 14. Miss F. C. Mortimer. | 39. Miss M. G. Little. |
| 15. Miss C. H. Pimper. | 40. Miss Blanche Beckham. |
| 16. Miss K. C. Babbington. | 41. Miss M. J. Austin. |
| 17. Miss C. A. D. Luebker. | 42. Miss M. R. McCauslen. |
| 18. Miss M. E. Graves. | 43. Mr. W. F. Smith. |
| 19. Miss R. G. Carraher. | 44. Miss A. G. Lind. |
| 20. Miss M. M. Orme. | 45. Miss Cecelia P. Dulin. |
| 21. Mr. A. K. Savoy. | 46. Miss H. M. Knighton. |
| 22. Miss E. A. Chase. | 47. Miss M. E. Draney. |
| 23. Miss K. U. Alexander. | 48. Miss A. E. Hopkins. |
| 24. Miss M. E. Wilson. | 49. Mrs. F. H. Rogers. |
| 25. Miss M. E. Shorter. | |

APPOINTMENTS FROM WITHOUT THE SYSTEM

SUPERVISING PRINCIPALS

1. Mr. L. L. Perry.
2. Miss Jessie LaSalle.

NORMAL SCHOOL PRINCIPAL

1. Miss A. D. Halberg.

JUNIOR HIGH-SCHOOL PRINCIPALS

1. Miss Bertie Backus.
2. Mr. G. D. Baker.
3. Mr. C. W. Holmes.

HEAD OF DEPARTMENT

1. Mr. G. W. Hines.

ASSISTANT HIGH-SCHOOL PRINCIPAL

1. Mr. H. D. Davis.

DIRECTORS OF SPECIAL SUBJECTS

- | | |
|-------------------------|-----------------------|
| 1. Dr. E. N. C. Barnes. | 3. Miss Ethel Bray. |
| 2. Miss F. L. Bentley. | 4. Mr. A. H. Johnson. |

SUMMARY

Positions	Appoint- ments from within the system	Appoint- ments from without the system	Total
First assistant superintendents	2	0	2
Assistant superintendents	8	0	8
Supervising principals	6	2	8
Normal-school principals	2	1	3
High-school principals	5	0	5
Junior high-school principals	11	3	14
Heads of departments	7	1	8
Assistant high-school principals	10	1	11
Chief examiner, board of examiners	1	0	1
Directors of special subjects	6	4	10
Administrative principals	49	0	49
Total	107	12	119
Per cent of appointments	89.9	10.1	-----

SECTION II. CHANGES AMONG SCHOOL OFFICIALS, 1927-28

This section of the annual report records the changes among school officials due to deaths, retirements, resignations, and reorganization or expansion of the school system.

Miss Alice Deal died March 31, 1928.

Retirements were as follows: Miss M. R. McCauslen, Miss Josephine Burke, and Miss Julia M. Rawlings.

Resignations were from Mr. G. Derwood Baker and Mr. Norman J. Nelson.

Appointments to fill vacancies were as follows: Mrs. Agnes I. Kinnear, Mr. Chester W. Holmes, Mrs. M. H. Plummer, Mr. J. G. Logan, Mr. L. G. Hoover, Mr. Henry Dale Davis, Miss Lydia Brown, Mrs. E. L. Haynes, Miss Cecelia P. Dulin, and Miss H. M. Knighton.

Appointments to fill new positions due to growth of the school system were as follows: Mr. Robert N. Mattingly, Mr. Frank A. Woodward, Mr. J. P. Collins, and Miss M. E. Draney.

Transfers of officers were as follows: Miss C. A. D. Luebker, Miss K. C. Lewis, and Miss Mineola Kirkland.

1. DEATHS

ALICE DEAL

At the meeting of the Board of Education held April 4, 1928, the superintendent presented the following statement on the death of Miss Alice Deal, which occurred March 31, 1928:

It is with great regret that I report the death of Miss Alice Deal, principal of the Columbia Junior High School.

Miss Deal entered the service of the Washington public schools on February 11, 1908, as a teacher in mathematics in the McKinley High School. On October 2, 1918, she was granted leave of absence for war service, and returned to service in the McKinley High School on December 30, 1918.

Miss Deal was prominently associated with the establishment of the first junior high school in the city of Washington and assumed the principalship of this school, afterwards known as the Columbia Junior High School, accepting service without advance of salary. On March 6, 1920, following the authorization by Congress of a salary for a principal of a junior high school, she was promoted to that position. She occupied the position of principal of the Columbia Junior High School until her death, which occurred on Saturday, March 31, 1928.

Miss Deal was identified with the establishment of the summer high school for which, when the school was in experimental stage, she raised the funds necessary from private sources. She was the first principal of the summer high school and held this position until she resigned in 1925.

The establishment of the research department in the schools of the city of Washington was greatly aided by Miss Deal, who secured funds from private sources to make possible the beginning of the work which has become the research department of the public schools.

Miss Deal occupied a place of great value and importance in the school system. She was a woman of fine mind, splendid and forceful character, and will long be remembered as one of the great figures in the history of the Washington public schools.

2. RETIREMENTS

On the retirement of the persons indicated the superintendent presented to the board the following statements:

M. R. M'CAUSLEN

In submitting the request for retirement from Miss M. R. McCauslen, principal, class 7, at the Buchanan School, division 7, the superintendent desires to recommend to the Board of Education that it express its appreciation of the excellent service rendered by Miss McCauslen as a teacher and principal in our public schools.

Miss McCauslen has taught continuously in our schools for a period of 45 years, during which time she has taught in the elementary grades from the second through the eighth. She was appointed as principal of the Buchanan School in September, 1906. Her first appointment to service was in September, 1882, to a second grade in the Henry School.

The superintendent wishes to commend the wholesome influence exercised in the classroom by Miss McCauslen and her conscientious attention to classroom duties. Miss McCauslen now voluntarily relinquishes her work as an administrative principal at this time.

JOSEPHINE BURKE

The retirement of Miss Josephine Burke as principal of the John Eaton School brings to an end a long period of faithful service in the public schools of the District of Columbia. For more than 41 years, in all her affiliations with the schools, Miss Burke has rendered meritorious service as teacher and principal.

When the John Eaton School was erected in 1914, Miss Burke became its first principal. It was then an 8-room building, but the rapid growth of the Cleveland Park section soon made it necessary to make the building a 16-room unit. Thus the John Eaton School became one of the most important posts in the elementary field, and it became a more and more difficult one because of the serious overcrowding there. Miss Burke's efficient administration of the school won for her the respect and esteem of the school patrons in Cleveland Park. Her retirement came unexpectedly. She retires voluntarily in order to take advantage of the offer of an opportunity to make a tour around the world.

The first appointment of Miss Burke was to the third grade at the Thomson School on July 1, 1896. She has taught successively in all grades as high as the eighth until she became the principal of the Berret School in 1909. Five years later she was transferred to the principalship of the new John Eaton School.

The superintendent recommends that this statement of the record of Miss Burke be spread on the minutes of this meeting, and that a copy be sent to Miss Burke by the secretary of the board.

JULIA M. RAWLINGS

Herewith the superintendent submits the request for retirement from Miss J. M. Rawlings, administrative principal of the Wallach-Towers School, to become effective from and after August 31, 1928. This retirement is voluntary. Miss Rawlings feeling that it is for her best interests that she withdraw at this time.

In the retirement of this principal the public schools will lose one of its ablest and best-known administrative officers. For more than 45 years Miss Rawlings has been serving the schools of east Washington, where she is well known in many homes. For eight years she was principal of the Hilton School. Since 1912 Miss Rawlings has been in charge of the Wallach and the Towers Schools. As a principal she exercised a helpful professional influence among the teachers whom she supervised. Always interested in the welfare of her school community, she was recognized as a leader in many of the community activities in east Washington.

When first appointed in 1883 she began her teaching career as a first-grade teacher in a rented building at Seventh and G Streets SE. Later she taught in the grammar grades at the Peabody School for 10 years. Thousands of pupils who now have reached manhood and womanhood remember Miss Rawlings not only as a capable instructor but as a warm friend and advisor. She

will be greatly missed in east Washington, with which section of the city she has been identified so many years. In granting retirement to this faithful officer the superintendent desires to recommend a vote of appreciation of services well rendered; that a copy of this statement be spread on the minutes of this meeting; and that the secretary of the board be instructed to send a copy to Miss Rawlings.

3. RESIGNATIONS

G. DERWOOD BAKER

On June 13 the Board of Education accepted the resignation of Mr. G. Derwood Baker, principal of the Langley Junior High School. Mr. Baker has been principal of Langley for one year and resigned to accept a similar position in South Pasadena, Calif., his native State. Mr. Baker's service at Langley was entirely satisfactory.

NORMAN J. NELSON

Mr. Norman J. Nelson resigned from the position of assistant principal at Central High School in order to pursue graduate work at Harvard University. In his annual report, Principal A. W. Miller makes the following statement regarding Mr. Nelson:

Mr. Nelson has displayed an unusual devotion to duty, and in the comparatively short time that he has served in his present position has become intimately identified with all phases of the work of this school and well acquainted with the general work of the entire school system. He has demonstrated organizing ability of a very high degree, and has exercised unusual tact and judgment upon all occasions. He is direct and sincere in all of his dealings and has gained the full confidence of pupils, teachers, and parents.

Mr. Nelson is also a scholar and a man of high ideals and exemplary conduct. He has been an inspiration to all pupils who have come under his influence.

4. APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies during the school year 1927-28:

PRINCIPALS OF JUNIOR HIGH SCHOOLS

AGNES I. KINNEAR

Mrs. Agnes I. Kinnear was appointed to fill the position vacated by the death of Miss Alice Deal.

Mrs. Agnes I. Kinnear graduated from the Wilson Normal School in 1899. She received the degree of Bachelor of Arts and teachers' diploma from George Washington University in 1923. She has been pursuing graduate work for the degree of Master of Arts in George Washington University.

In preparation for a junior high-school principalship she has pursued courses in educational theory, school management, junior high-school methods, vocational guidance, curriculum construction, and problems of high-school supervision.

Mrs. Kinnear was appointed to the elementary schools of Washington on September 1, 1899. Subsequently, on October 3, 1922, she was appointed as a teacher in the Columbia Junior High School, and on September 1, 1923, she was transferred to the Langley Junior High School. She has taken a leading part in the organization not only of that school but also the organization of junior high schools in the District of Columbia by service on several different committees appointed by the superintendent.

Mrs. Kinnear is recognized by junior and senior high school principals and supervising principals as a woman of fine training and administrative ability.

CHESTER W. HOLMES

To fill the vacancy caused by the resignation of Mr. G. Derwood Baker, the board appointed Mr. Chester W. Holmes, principal of the Morgan Junior High School in Holyoke, Mass.

Mr. Chester W. Holmes graduated from Harvard College in 1916 with the bachelor of science degree. He received his master of arts degree from the Graduate School of Education of Harvard University in 1924. He has pursued summer courses at Harvard in the summers of 1915, 1916, 1923, and 1924. He pursued courses at the University of Pittsburgh in 1919-20.

Following his graduation from Harvard in 1916, Mr. Holmes was special education agent of the Carnegie Hero Fund Commission of Pittsburgh for a period of six years. Following the receiving of his master's degree in 1924 he taught English and history for two years in the Rindge Technical High School, of Cambridge, Mass. In 1924-25 he served as vice principal of the Morgan Junior High School in Holyoke, Mass. From 1925 to date he has been principal of the Morgan Junior High School, Holyoke.

In his work at the Graduate School of Education of Harvard University Mr. Holmes has prepared for administrative work by the pursuit of courses in the following subjects:

- Principles of secondary education.
- Secondary school administration.
- Principles of teaching in the secondary school.
- Organization and management of city school systems.
- Tests and scales for the secondary school.
- Administration of elementary schools and junior high schools.

During the summer of 1927 Mr. Holmes taught courses in school administration at the University of Maine, Orono, Me.

M. H. PLUMMER

The vacancy caused by the promotion of Mr. R. N. Mattingly, principal of the Francis Junior High School, to be principal of the Cardozo High School, was filled by the appointment of Mrs. M. H. Plummer. First Assistant Superintendent G. C. Wilkinson prepared the following statement of her qualifications:

Mrs. Mary H. Plummer was appointed to the service of the public schools of the District of Columbia on October 26, 1914.

EXPERIENCE

For nine years Mrs. Plummer was a teacher in the elementary grades. She served as model teacher in grade 2 for three years, 1920 to 1923, inclusive.

In 1923 Mrs. Plummer was appointed to a teaching position in the Randall Junior High School. For the past five years she has been serving in that capacity. Mrs. Plummer served for two sessions as teacher of English in the vacation schools.

For the past four years Mrs. Plummer has been a member of the board of examiners, divisions 10-13.

TRAINING

Mrs. Plummer is an A. B. from Howard University, class of 1922. She is a candidate for the master of arts degree from Columbia University in the summer of 1929.

Mrs. Plummer's post-graduate work is as follows:
Columbia University:

- Education EM 162B: Teaching English in junior high school.
- Education s236 I: The directing of the junior high school.
- Education s235 G: Modern educational theory and practice in the junior high school teaching.
- Education s10: Demonstration course.
- Education s207: Educational psychology.
- Education s239: Teaching the social studies in junior high schools.

Education s139 G: Illustrative lessons in citizenship.

Education s121: The feudal age in Europe.

Howard University:

Education 134: Public school administration and supervision.

J. G. LOGAN

To fill the vacancy at the Shaw Junior High School created by the transfer of Principal Mineola Kirkland to the new Garnet-Patterson Junior High School, the board appointed Mr. J. G. Logan. Concerning the qualifications of Mr. Logan, First Assistant Superintendent G. C. Wilkinson prepared the following statement:

Mr. J. G. Logan was appointed to the service of the public schools of the District of Columbia, September 1, 1920.

EXPERIENCE

For the past eight years Mr. Logan has been serving as teacher of science at the Shaw Junior High School. On July 1, 1927, Mr. Logan was promoted to class 2D for superior work. In addition Mr. Logan served as instructor of the Dunbar Night High School for five years between 1923 and 1928. For the past two years Mr. Logan has served as a member of the board of examiners for divisions 10-13.

Prior to his appointment in the public-school service, Mr. Logan for seven years was teacher of science in the academy of Howard University, 1907 to 1913, inclusive, and from 1918 to 1919.

For six years, 1913 to 1918, and from 1919 to 1920, Mr. Logan served as executive secretary of the Y. M. C. A. at Howard University.

TRAINING

Mr. Logan has a Ph. B. from Howard University, the class of 1905.

Mr. Logan has done a considerable amount of work toward his M. A. degree.

His postgraduate courses are as follows:

Chicago University:

- Teaching of high school physics.
- The teaching of general science courses.
- High school administration.
- Junior high school methods.

Columbia University:

- Educational psychology.
- History of education.
- Applied biology.
- Methods of teaching in secondary schools.
- Measurements in elementary education.
- Teaching procedures in junior high school.

University of Pennsylvania:

- Theory of electricity and magnetism.

ASSISTANT HIGH SCHOOL PRINCIPALS

L. G. HOOVER

To fill the place of assistant principal of Central High School, which Mr. N. J. Nelson resigned, the board appointed Mr. L. G. Hoover. First Assistant Superintendent S. E. Kramer furnished the following statement regarding Mr. Hoover:

Teacher of biology in the Central High School; appointed September 1, 1922. Holds the degrees of A. B. and A. M. from the University of West Virginia and has given evidences of professional course in education.

Has had experience as principal of high school and supervisor of instruction in elementary schools in the State of West Virginia.

In addition to a thorough preparation, Mr. Hoover enjoys a fine personal relation with his superior officers and his fellow teachers.

HENRY DALE DAVIS

To fill the position of assistant principal at the McKinley High School made vacant by the promotion of Mr. Frank A. Woodward, the board appointed Henry Dale Davis, effective September 1. The following statement concerning Mr. Davis was presented by First Assistant Superintendent S. E. Kramer:

Mr. Henry Dale Davis is a native of Wichita, Kans., and was graduated from the Kansas Teachers College of Emporia, Kans., in 1914 with a degree of A. B. He received the degree of A. M. from Teachers College, Columbia University, New York City, in 1920.

Mr. Davis was teacher of history and economics in Mulvane, Kans. He was principal and superintendent of schools in Protection, Kans., and teacher of history in the Wichita High School. He was principal of the Horace Mann Junior High School in Wichita, Kans., and teacher of history in the Lakewood High School, of Lakewood, Ohio. He was principal of the Horace Mann Junior High School in Lakewood, Ohio.

Mr. Davis has been since 1925 associate in charge of university extension, Columbia University, New York. He comes to Washington with a broad experience in school work in the elementary, junior high school, and secondary and university fields. He is married and has one child, a girl 12 years of age.

HEADS OF DEPARTMENTS

LYDIA BROWN

Through the termination of the service of Mr. G. N. Hines at the end of his probationary year as head of the department of business practice March 21, 1927, a vacancy was created. Since the department of business practice was to become a separate business high school on September 1, 1928, the position was filled temporarily for the school year 1927-28 by the appointment of Miss Lydia Brown.

E. L. HAYNES

Miss Ethel C. Harris, head of the department of mathematics. Divisions X-XIII, was given leave of absence for educational purposes to study in Europe. Mrs. E. L. Haynes was appointed acting head of the department of mathematics during Miss Harris's absence. Her qualifications are indicated in the following statement:

1. Academic scholarship:
 - A. B., Smith College, 1914.
2. Professional training:
 - Miner Normal School, 1909.
 - Six weeks summer school, Chicago University, 1926—
 - The psychology of high-school subjects.
 - The use of mental tests in instruction in secondary schools.
 - The teaching of mathematics in secondary schools.
 - Six weeks summer school, Chicago University, 1927—
 - The psychology and treatment of exceptional children.
 - Educational and vocational guidance.
3. Teaching experience:
 - Elementary schools, 1909-1912 (3 years).
 - Dunbar high school, 1914 to date (14 years).
4. Evidences of leadership:
 - Chairman of honor council.
 - Chairman of committee on retardation.
 - Chairman of committee on educational guidance.
5. Affiliations:
 - Member of ladies' social-service group.
 - Member of National Association for the Advancement of Colored People.
 - Member of the Young Women's Christian Association.

ADMINISTRATIVE PRINCIPALS

Administrative principals of elementary schools are appointed from rated lists prepared by the boards of examiners.

CECELIA P. DULIN

On September 1 Miss Cecelia P. Dulin was appointed principal of the Buchanan School to fill the vacancy caused by the retirement of Miss M. R. McCauslen.

H. M. KNIGHTON

On October 1 Miss H. M. Knighton was appointed principal of the Cranch-Tyler Schools, vice Miss C. A. D. Luebker, transferred to the John Eaton School.

5. APPOINTMENTS TO FILL NEWLY CREATED POSITIONS

Newly created positions result from the enlargement of buildings or the opening of new schools. Several such positions were filled during the school year 1927-28.

R. N. MATTINGLY, PRINCIPAL CARDOZO HIGH SCHOOL

Mr. Robert N. Mattingly was appointed to the service of the public schools of the District of Columbia on September 17, 1905.

EXPERIENCE

Mr. Mattingly served as head of the department of mathematics for a period of 21 years, until January 1, 1927, when he was promoted to be principal of the Francis Junior High School.

As head of department and later as principal, Mr. Mattingly rendered service distinctively of a supervisory and administrative nature.

TRAINING

Mr. R. N. Mattingly is an A. B. from Amherst College, the class of 1905. He completed his college course in three years and was awarded membership in the Phi Beta Kappa Society.

Mr. Mattingly is a candidate for the M. A. degree and high-school principal diploma from Columbia University at the close of this summer session, August 17, 1928.

Mr. Mattingly's postgraduate work in education is as follows:

Courses in education, postgraduate

University	Date	Course
Columbia.....	Aug. 19, 1927	Psychology of secondary school subjects.
Do.....	do.....	Supervision of instruction in secondary schools.
Do.....	do.....	Philosophy of education.
Do.....	Aug. 13, 1926	The direction of the junior high school.
Do.....	do.....	Supervision of instruction in secondary schools.
Do.....	do.....	School principal as an administrator.
Do.....	Aug. 14, 1925	Modern educational theory in junior high-school teaching.
Do.....	do.....	Fundamentals of methods for commercial subjects.
Do.....	do.....	Demonstration school.
Do.....	do.....	Theory and practice of teaching and supervising industrial arts in junior high schools.
Chicago.....	Oct. 2, 1924	Psychology of school subjects (A).
Do.....	Mar. 7, 1923	Educational measurements.
Do.....	Oct. 13, 1920	Statistical methods as applied to educational problems.
New York.....	Aug. 16, 1909	Methods in mathematics.
Do.....	do.....	Educational psychology.
Do.....	do.....	Genetic psychology.

NOTE.—Candidate for Columbia University Master of Arts degree and high-school principal's diploma, August 17, 1928. Registered for University of Chicago extension course high-school curriculum in commercial subjects, January 28, 1928.

Mr. Mattingly is a member of the School Club, the Education Club, and the Georgetown Citizen's Association of the District of Columbia.

FRANK A. WOODWARD, PRINCIPAL OF GORDON JUNIOR HIGH SCHOOL

Mr. Frank A. Woodward received the degree of bachelor of science in mechanical engineering in 1927 from George Washington University. In addition he has pursued home-study courses for two years with the University of Chicago and is a registered student in the graduate school of American University during the year 1927-28.

In preparation for a principalship Mr. Woodward has pursued courses in the principles of secondary education, high-school administration, occupational guidance and placement, and principles of educational psychology.

Mr. Woodward's experience has been varied and extensive. He was appointed as a teacher in the schools of Washington on October 25, 1900. Because of his success as a teacher and of his training in engineering, he was principal of the Wisconsin Avenue Vocational School in 1912, principal of the Smallwood-Bowen Vocational School in 1914, and assistant principal of the McKinley Technical High School in 1920. He has been unusually successful in dealing with young people.

His work in the schools is well known to senior high school principals, junior high school principals, and supervising principals. A poll of these officers clearly gives Mr. Woodward first place among the 15 who have applied for consideration.

J. P. COLLINS, ASSISTANT PRINCIPAL, EASTERN HIGH SCHOOL

Teacher of physical training, Eastern High School. Appointed March 12, 1923.

For several years he has served as principal of the Hine Night School.

He holds the degree of A. B. from George Washington University. Has taken courses in supervision of instruction.

Mr. Collins has held a number of important administrative assignments in the organization of the Eastern High School.

MISS MARY E. DRANEY, ADMINISTRATIVE PRINCIPAL, BURROUGHS SCHOOL

In view of the construction of an addition to the Burrough School, the status of the principal was changed from that of a teaching principal to that of an administrative principal.

Miss Draney's name appears among the first five on the rated list of candidates for promotion from teaching to administrative principalship, and in view of the practice was promoted to the position of administrative principal.

TRANSFER OF OFFICERS

As vacancies occur in the different official positions in the school system, consideration is given to the desirability of transferring persons of the same rank from one section of the city to another. This may be done on the request of the officer or on the initiative of the supervisory officer for the general good of the service.

Transfers of officers during the past school year without change of rank or salary were as follows:

MISS C. A. D. LEUBKERT

From administrative principal, Cranch-Tyler Schools, to the same position in the John Eaton School.

MISS K. C. LEWIS

From administrative principal, Garnet-Patterson Schools, to the same position in the Bruce School.

MISS MINEOLA KIRKLAND

From principal, Shaw Junior High School, to the same position, Garnet-Patterson Junior High School.

SECTION III. LOOKING FORWARD TO THE SCHOOL YEAR 1928-29

In Sections I and II the superintendent has discussed changes in administrative policies and changes in personnel during the school year 1927-28. The record for that school year has been established. As a past record, it must forever remain unchanged.

In Section III the superintendent proposes to discuss the problems which in his judgment may legitimately receive consideration during the school year 1928-29. A complete year lies before the Board of Education and the school officials. The record of that year remains to be made. The kind of record that is made depends on how well we utilize the year in the consideration and action taken on important matters that are now before us or that may come before us during the year.

In order that information about some of the problems that are now before us may be readily accessible the superintendent presents the following statement covering a number of important subjects on which it is hoped definite action may be taken during the school year 1928-29.

1. REPORT OF THE BUREAU OF EFFICIENCY

Because the question had been raised as to the number of teachers needed for the Washington school system in the appropriation bill for the school year ending June 30, 1927, the Hon. L. C. Phipps, chairman of the Senate committee in charge of the appropriations for the District of Columbia, invited the United States Bureau of Efficiency to undertake a complete survey of the school system of the District of Columbia. That survey was undertaken in March, 1927, and the report of that survey was transmitted by the Hon. Herbert D. Brown, Chief of the Bureau of Efficiency, under date of January 30, 1928. It was subsequently printed as Senate Document No. 58, first session, Seventieth Congress.

In commenting on the report, the president of the Board of Education, Mr. Charles F. Carusi, at the meeting of the Board of Education held March 7, 1928, made the following statement:

This very thorough investigation by an impartial agency of the school system has resulted in what I consider to be a good bill of health to the system as a whole. There are very few criticisms of major importance in it. On the whole, I feel that the Board of Education should be well satisfied, indeed, with the result of this investigation. No longer will we be called on to defend certain things, as they are thoroughly defended by the Bureau of Efficiency as correct procedure.

The superintendent believes that each recommendation of the Bureau of Efficiency should receive careful consideration by the Board of Education. Some of them have to do with legislation and may be considered as of primary consideration for the Board of Education. Some of the recommendations have to do with the organization and administration of the schools, for which the Board of

Education properly holds the school officials directly responsible. Some of the recommendations have to do with estimates submitted for the school year ending June 30, 1928, which, of course, are now of only general academic interest.

RECOMMENDATION

The superintendent respectfully recommends that the Board of Education refer each of the following recommendations of the Bureau of Efficiency either to a proper committee of the board or to the superintendent of schools for consideration and written report to the board.

RECOMMENDATIONS OF THE BUREAU OF EFFICIENCY

The following is a complete statement of the recommendations of the Bureau of Efficiency resulting from the bureau's study of the public-school system of the District of Columbia. These recommendations followed the discussion of the various aspects of the school system and are here arranged in relation to the chapter topics of the report:

PART I. STATUTORY AUTHORITY FOR THE SYSTEM OF PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA

1. The annual estimates of appropriations of the Board of Education of the District of Columbia should be transmitted to the Bureau of the Budget by the commissioners with their estimates, accompanied by such recommendations as they may deem proper.

2. Land for school sites and school playgrounds should be purchased by the Commissioners of the District of Columbia on recommendation of the Board of Education.

3. The Commissioners of the District of Columbia should be charged with the construction of all school buildings after consultation with the Board of Education and upon its approval of the plans and specifications.

4. The members of the Board of Education of the District of Columbia should be appointed by the President of the United States by and with the advice and consent of the Senate (p. 28).

PART II. ORGANIZATION AND ADMINISTRATION

1. The supervision of the white junior high schools should be transferred from the first assistant superintendent to the assistant superintendent in charge of the organization of elementary schools.

2. The authority of the supervising principals should be extended to include the organization of junior high schools in their respective divisions.

3. Each of the supervising principals should be provided with a full-time clerk.

4. The two positions of white and colored directors of kindergartens should be abolished when the present incumbents have retired and their duties transferred, respectively, to the white assistant superintendent in charge of instruction in elementary schools and the colored director of primary instruction.

5. The authority of the colored director of primary instruction should be extended to include supervision of instruction in the fifth and sixth grades.

6. The clerical staff of the departments of research should be increased in order to relieve the research teachers and supplementary teachers of the routine of scoring tests and tabulating the results.

7. The staff of the department of school attendance and work permits should be increased by adding two attendance officers and two child-labor inspectors.

8. An enlarged statistical office should be organized and placed in charge of a trained statistician, and the procurement of printing should be transferred from the office of statistics to the business manager's office.

9. The clerical pool should be transferred from the office of the first assistant superintendent (white) to the office of the business manager.

10. The office of assistant superintendent in charge of buildings and grounds should be created, to which should be transferred the responsibility for all work relating to the repair and alteration of school buildings and equipment and the supervision over the custodial and engineering forces of the school system (pp. 46-47).

PART III. THE TEACHING STAFF

1. No additional kindergartners should be provided until such time as the present excess has been absorbed either by opening new kindergartens or by transferring to the grades kindergartners holding elementary-school licenses.

2. The afternoon programs of kindergartners should be more carefully supervised so as to increase the time devoted to coaching primary children.

3. Since regular grade classes in the elementary schools are organized for the most part on the basis of a standard of 40 pupils, additional teachers should be provided in the grades to take care of the regular increase in enrollment resulting from the natural growth of the city.

4. Consideration should be given to the establishment of additional special-school centers for atypical and ungraded children, with adequate facilities for teaching manual arts.

5. As opportunity offers, additional open-air classes should be opened and a sight-conservation class should be established.

6. The number of itinerant special-subject teachers should gradually be reduced, and some form of platooning or departmentalization introduced into the elementary schools in order that teachers may specialize in those subjects for which they are best fitted, and that pupils may have the advantage of expert instruction in all subjects.

7. The Board of Education should undertake a platoon-school experiment by establishing two platoon schools, one white and one colored, by adapting to this purpose two of the new standard 16-room elementary-school buildings.

8. For purposes of supervision the itinerant teachers should eventually be replaced by a much smaller number of assistants to the directors, who will serve as inspectors and instructors of special subjects in the same way that the assistants in primary instruction now serve for the regular subjects.

9. The whole subject of supervision in the junior and senior high schools, with special reference to the duties of directors of special subjects and heads of departments, should be reconsidered in view of the experience of the past five years.

10. Centralized systems of teachers' personnel records should be established in the offices of the boards of examiners.

11. Our recommendations for additional teachers are as follows:

Elementary schools:

1927-28—15 class 1A.

1928-29—20 class 1A, 5 class 1A (vocational schools).

Junior high schools:

1927-28—12 class 2A, 6 class 2C, whole year.

1928-29—14 class 2A, 4 class 2C, half year.

Senior high schools:

1927-28—None.

1928-29—2 class 3A (pp. 97-98).

PART IV. THE BUILDING PROGRAM

1. New schools should be erected in accordance with needs as indicated by the various evidences of congestion in their districts. (The two tables on page 117 and page 118 indicate our opinion as to the order of precedence of the various building items.)

2. The appropriations for 1929 should include the majority of the site items in the 5-year building program if schoolhouse construction is not to be seriously handicapped during the fiscal year 1930.

3. Two committees should be appointed by the superintendent of schools, one for elementary schools and one for junior high schools, to make a continuous study of building facilities as they relate to educational needs.

4. The selection of building sites should be based upon an analysis of both the school census and the enrollment reports, supplemented by studies of the surveys of public utility companies, the volume of building operations, etc.

5. Sites should be centrally located with reference to the districts which they are designed to serve, and should be relatively free from noise and other distractions.

6. Sites should be large enough to provide adequate playground space and room for future expansion.

7. Small elementary school units should not be constructed when extensions to existing schools will provide the additional accommodations required (pp. 121-122).

PART V. BUSINESS MANAGEMENT

1. A board of award for school supplies and equipment should be appointed, consisting of not less than three nor more than five members, composed of representatives of the District purchasing office and of the school system, one of whom shall be the business manager.

2. Adequate space for the receipt, inspection, storage, and distribution of public-school supplies and equipment should be provided in the proposed Government warehouse.

3. The inspection of special schoolhouse equipment (other than building construction items) should be transferred to the proposed office of assistant superintendent in charge of buildings and grounds.

4. A system of property accountability should be established in the public-school system.

5. The office of the business manager should be charged with establishing the methods of accounting for the various school and activity funds and with making an examination of the transactions therein in sufficient detail to satisfy himself that all moneys received have been accounted for, that all expenditures have been regularly made, and that the balance in any fund is actually on hand or on deposit. (This recommendation does not apply to the school savings banks.)

6. The responsibility for all work relating to the repair and alteration of school buildings should be transferred to the proposed office of assistant superintendent in charge of buildings and grounds.

7. The responsibility for all work relating to the repair and replacement of furniture and equipment should be transferred to the proposed office of assistant superintendent in charge of buildings and grounds. (Pp. 151-152.)

PART VI. CUSTODY OF BUILDINGS

The activities that would be transferred under this plan to the proposed office of assistant superintendent in charge of buildings and grounds are the following:

1. Custody and operation of buildings now directly supervised by the superintendent of janitors under the general direction of the superintendent of schools.

2. Repair and alteration of buildings. The responsibility for this activity is now divided between the school authorities and the municipal architect. The office of the business manager determines the repair schedule, while the District repair shop, under the general direction of the municipal architect, is charged with its execution.

3. The repair and replacement of school furniture and equipment now under the direction of the business manager (p. 161).

PART VII. REPAIR AND ALTERATION OF BUILDINGS

1. The item of \$529,610 in the 1929 Budget for repairs and improvements to buildings, exclusive of grounds, should be granted.

2. The item of \$100,000 in the 1929 Budget for the improvement of school grounds should be granted for the purpose of treating the grounds of several new school buildings and improving the run-down condition of grounds surrounding many old buildings.

3. The supervision of the repair and alteration of school buildings should be placed in charge of a qualified mechanical engineer or architect of proved administrative ability, who would rank as an assistant superintendent of schools, coordinate with the business manager, to be known as the assistant superintendent in charge of buildings and grounds (p. 169).

2. SECOND 5-YEAR SCHOOL BUILDING PROGRAM LEGISLATION

The first 5-year school building program act was passed by Congress February 26, 1925, and authorized a 5-year building program for the public schools of the District of Columbia. The five years covered by that act will end June 30, 1930. Even though the appropriations for buildings and grounds from year to year have not been sufficient to complete the program by June 30, 1930, nevertheless it is highly desirable that a second 5-year school building program act should be enacted by the Congress in the near future, because the need for additional school facilities in some sections of the city not provided for in the first 5-year school building program act has become most pressing.

The public was advised of the intention of the Board of Education to prepare such legislation in the conference held between the Board of Education and the representatives of citizens' associations on April 17, 1928. At that time the representatives of the various associations were asked to submit to the committee on legislation of the Board of Education suggestions as to needs for land and buildings in their respective areas.

RECOMMENDATIONS

The superintendent recommends:

1. That the Board of Education ask the committee on legislation to proceed as expeditiously as possible in the preparation of a second 5-year school building program act; and
2. That the committee on legislation consider and take proper action on several questions which must be answered in connection with the preparation of such legislation.

QUESTIONS ON SECOND 5-YEAR PROGRAM

(1) *What buildings should be abandoned?*

Who shall answer this question? The attention of the board is invited to the fact that the commission created by act of Congress in 1906 and presenting the now famous report of 1908 consisted of the superintendent of schools, the Supervising Architect of the United States Treasury, and the engineer commissioner of the District of Columbia. Possibly a similar committee of three, made up of persons possessing technical knowledge of school needs and school architecture, might be created by the board for the purpose of answering this question.

(2) *What buildings can be enlarged?*

The Board of Education has adopted a general policy of constructing elementary schools of at least 16 rooms. This policy is indicated in the following statement:

* * * * *

Second, to build additions to present buildings in accordance with the policy of the past in order to reduce the number of small buildings in the District and to increase the size of elementary schools as far as practicable to 16 rooms or more. (Report of Board of Education, 1920-21, p. 58.)

The Bureau of Efficiency has indorsed this policy in the following recommendation:

Small elementary-school units should not be constructed when extensions to existing schools will provide the additional accommodations required (p. 122).

(3) *What buildings need reconditioning for improved use?*

As a result of the study of some of the buildings to determine the question of their abandonment or their further use, it is altogether likely that it will be found that some of our elementary-school buildings can be reconstructed for continued use. As an example of reconstruction which might make the building fit for continued use it is pointed out that provision may be made for eliminating the toilets which are in small buildings in the yard and by installing up-to-date toilet facilities within the main structure of the building.

(4) *What new buildings are needed?*

In an expanding city it is altogether probable that new sites must be acquired and new school buildings constructed in parts of the city not now having a regional school.

(5) *What shall be the policy of the Board of Education in the acquisition of land for playgrounds around the older buildings?*

In view of the fact that the acceptable standard for playgrounds around the elementary, junior, and senior high schools has materially increased during the past decade, many of the older school buildings of Washington are without adequate play space from the standpoint of present-day standards.

Whatever may be the reason for the present situation, the fact is that many of our elementary schools have inadequate play space.

Answers should be found to the following questions:

(1) Shall it be the policy of the board to provide the 50 square feet of play space for each elementary school pupil which is the generally accepted standard, or

(2) Shall the Board of Education adopt a policy of increasing the play space around our older elementary schools to the extent only of providing light and air for the buildings?

3. STATUS OF OTHER GENERAL LEGISLATION PREPARED IN 1927-28

During the past school year the Board of Education approved of several bills which, with but one exception, were introduced into Congress and are now found in various stages of their progress on the way to becoming laws.

The following is a detailed statement concerning the present status of each of those measures:

(1) *Amending certain sections of the teachers' salary act.*—This bill is known as S. 4063 and H. R. 12956. The bill has passed the Senate. It has been favorably reported by the Committee of the House of Representatives on the District of Columbia in Report No. 1609 and stands on the Union Calendar No. 503.

(2) *Exemption of individual board members from personal liability.*—This bill is known as S. 3828 and H. R. 12530. It has passed the Senate and has been favorably reported by the Committee of the House on the District of Columbia in Report No. 1605. It is on the House Calendar No. 412.

(3) *Exemption of public-school employees from \$2,000 salary limitation.*—This bill is known as S. 3827 and H. R. 12531. This bill has passed the Senate and has been favorably reported by the Committee of the House on the District of Columbia and is No. 501 on the House Calendar.

(4) *Free textbooks for public-school pupils in the District of Columbia.*—This bill is known as S. 3902 and H. R. 12739. It has been favorably reported by the Senate committee and is on the calendar of the Senate as No. 1037. When the bill has been reached on the Senate calendar it has been passed over, an objection to its passage being raised.

It has been favorably reported by the House Committee on the District of Columbia and is on the House Calendar as No. 502.

(5) *Leave of absence with part pay for teachers.*—This bill has not yet been introduced into Congress. As in other cases, the Board of Education referred this bill to the Commissioners of the District of Columbia for introduction into Congress. The commissioners indicated a desire to secure an expression of public opinion concerning the measure. Subsequently it has been indorsed by the Federation of Citizens' Associations and the Citizens' Advisory Council.

RECOMMENDATIONS

The superintendent recommends:

1. That such steps as may be deemed proper be taken to insure if possible the enactment into law of the bills now on the calendars of the House and Senate; and

2. That the committee on legislation take steps at once to secure for the commissioners the necessary indorsements of the various representative bodies of citizens of the leave of absence bill, to the end that the bill may be introduced into Congress at an early date.

4. COORDINATION OF THE BUSINESS AFFAIRS OF THE SCHOOL SYSTEM

The position of assistant superintendent in charge of business affairs was created July 8, 1924. Authority for the creation of this position was carried in the teachers' salary act approved June 4, 1924. The salary for the position was carried in the appropriations act for the fiscal year ending June 30, 1925. This legislation filled a need which had long been recognized by the Board of Education and the school officials.

Preceding the creation of this position the various business activities of the Board of Education were distributed among several different educational officers. The superintendent of schools was in immediate charge of the office of finance and accounting. The supervisor of manual training looked after the repairs and alterations to school buildings. An assistant superintendent supervised the purchase of school furniture. A supervising principal supervised the purchase of window shades and directed the work of the cabinetmaker. The appointment of an assistant superintendent in charge of business affairs made it possible to relieve educational officers of these business functions and to coordinate them in the office of this assistant superintendent.

FUNCTIONS OF THE ASSISTANT SUPERINTENDENT

The functions of the assistant superintendent in charge of business affairs are described in the rules of the Board of Education, as follows:

SEC. 6. (1) The business manager shall have immediate charge of and be responsible for the general direction and supervision of the financial transactions, property accountability, and responsibility and other matters pertaining to the business management of the school system.

(2) He shall supervise and direct the repair, alteration, and improvement of all buildings, and the installation, repair, and replacement of all equipment and furniture.

(3) He shall supervise and direct the procurement of all furniture, equipment, books, and supplies in accordance with the policies of the educational officers.

(4) He shall have immediate supervision and control of the office of finance and accounting, the public-school warehouse, and the work of the cabinetmaker.

(5) He shall certify all requisitions for furniture, equipment, books, and supplies, and approve all vouchers to cover materials purchased for the school system.

(6) He shall serve as the channel of communication on all matters pertaining to the business administration of the school system between the employees of the school system and the Federal or District Governments, or with persons not connected with said government.

(7) The business manager, as the officer in charge of business affairs, is responsible for the progressive development of the business aspects of the school system in accordance with the most approved principles of organization, administration, and management.

(8) The business manager is subordinate in rank to the first assistant superintendents and the superintendent; he is equal in rank to the assistant superintendents; in business affairs he is superior in rank to every other administrative and supervisory officer in the school system.

The aforementioned rules defining the functions of the assistant superintendent in charge of business affairs were formulated in recognition of the general principle that the school system exists for educational purposes and that the business office exists to render services to the educational department. Every business activity of the Board of Education serves an educational need or satisfies an educational condition. The business office therefore is properly and wisely subordinated to the educational offices of the school system.

WHAT HAS BEEN DONE

Not only have the business functions of the Board of Education been coordinated under one office, but that officer has given attention to the formulation of systematic plans for the improvement of the various aspects of the school system, which are dependent upon the assistant superintendent in charge of business affairs.

1. A systematic program extending over a period of five years has been worked out for the interior and exterior painting of all school buildings. The need for such improvement of buildings was urgent, and progress is now in advance of the schedule.

2. A systematic plan for the replacement of window shades throughout the school buildings has been worked out and is being carried out under existing appropriations.

3. A systematic plan for replacing typewriters used in instruction in commercial courses has been developed, and replacement of such

typewriters is taking place under and within available appropriations.

4. A systematic plan for the repair and replacement of children's furniture in the public schools has been developed. This plan contemplates refinishing of those desks and seats that can be further used by resurfacing, or the replacement of broken irons and elimination of those seats and desks that are beyond repair and the substitution therefor of new up-to-date school furniture.

5. Under the assistant superintendent in charge of business affairs and in cooperation with the municipal architect, a systematic plan has been formulated for the landscaping of the grounds of school buildings recently completed, and plans are in process of development for landscaping of grounds of all other school buildings. One hundred thousand dollars of unexpended balances of appropriations for school buildings has been made available for this purpose.

6. A systematic plan for the replacement of antiquated heating systems has been developed and replacements of these heating systems are being made as the old systems reach a point of deterioration that would not justify further repairs.

7. A systematic plan for the electrification of all school buildings has been worked out, and these installations are now practically complete.

8. A systematic plan for the replacement of obsolete textbooks with modern textbooks has been worked out on the basis of a 3-year program, and this program has been fully carried out.

9. A systematic plan for the improvement of emergency conditions affecting health and sanitation, as reported by the health department, has been developed and all such emergency conditions have been corrected.

10. A systematic plan for the improvement of fire hazards has been developed and all such emergency conditions have been corrected.

11. A systematic plan for the repair of playground equipment has been developed and the method of repair of this equipment has been changed from an annual contract to the performance of the work by the repair shop, as required. This change in procedure has resulted in the maintenance of all playground equipment in good condition throughout the year, and the saving accomplished by the abandonment of the annual contract system has enabled the schools to make, within the existing appropriations, necessary repairs to all apparatus.

12. A systematic study was made of the equipment required for all elementary and junior high-school buildings and a standardized list was prepared for all such buildings, with the result that uniformity of equipment has been secured, the procedure of equipping new buildings and replacing equipment in old buildings has been simplified, and the entering into contracts for this equipment in large quantities has materially reduced the cost of the equipment.

13. Systematic plans for the delivery of materials from the warehouse were developed and the transportation method was changed from horse-drawn vehicles to modern automobile equipment. The operation of this plan facilitated the delivery of materials and enables the schools to place in each building, prior to the opening of school in September, all materials essential to the operation of the classroom work.

14. A systematic system of quota allowances for the issuance of all materials required for instructional purposes and for the maintenance of school plants was developed, and waste under an unregulated system was eliminated.

15. A systematic procedure for the allotment of appropriations to the various schools and educational activities of the school system has been established assuring an equitable distribution of available funds to all school buildings and activities.

16. A revised procedure in the handling of requests for the repair, alteration, and improvement of school buildings has been adopted and a system has been installed by which all requests for repairs are given consideration by the assistant superintendent in charge of business affairs before being transmitted to the municipal architect. This revised procedure has eliminated consideration by the municipal architect of many requests for repairs that may be desirable but not essential to the maintenance of educational work in a school building.

17. A board of inquiry has been established for the purpose of determining the responsibility in cases of the closing of schools because of low temperatures in buildings. This board hears all evidence relative to such closings and reports the facts to the superintendent with such recommendations as may be justified. The operations of this board have materially decreased the closing of classrooms because of low temperatures.

The result of the foregoing plans for improvements in the school system has been a temporary increase in the expenditures for some of these purposes, but this increase was necessary in order to improve conditions resulting from deferred repairs and replacements and to prevent further deterioration of the school plants and other equipment. Other plans for improvement in the school system have been developed that have resulted in savings. Some of these are briefly summarized as follows:

1. Notwithstanding that the office of the assistant superintendent in charge of business affairs was created without any provision for clerical service, the rearrangement and readjustment of the work in the office of finance and accounting and the introduction of improved business methods enabled the assistant superintendent in charge of business affairs to secure from this office necessary clerical service and to reduce the clerical force by one clerk with a resulting saving, at the present salary schedule rates, of \$1,440 annually.

2. The rental of a building for the warehouse was discontinued and the warehouse was quartered in an abandoned school building. The saving resulting from this change was \$4,800 annually.

3. The method of preparation of pay rolls has been changed from special forms adopted for the government of the District of Columbia to the standardized forms used by the United States Government. The saving through this change is approximately \$1,347 annually, of which approximately \$1,292 is a saving in the cost of clerical service.

4. The method of procurement of textbooks has been changed from an annual contract with delivery f. o. b. warehouse to a definite quantity semiannual purchase with delivery f. o. b. point of ship-

ment. The saving under this change, including freight and drayage, is approximately \$4,900 annually.

5. Diplomas have been standardized as to subject matter, size, printing, and paper stock, with a resulting annual saving of approximately \$2,900.

6. Blank forms have been standardized as to subject matter, size, printing, ruling, and paper stock, with a resulting saving of approximately \$585 annually.

7. The method of binding permanent records in the office of finance and accounting has been changed from contract work to the procurement of standard binders and having the binding performed by the clerical force in that office. The approximate saving, including labor, is \$217 annually.

8. Paper used for educational purposes has been standardized as to size and paper stock, with a resulting saving of approximately \$11,400 annually.

9. The pupils' furniture has been standardized and method of procurement changed from a number of small purchases to a large annual purchase, at an approximate saving of \$9,500 annually.

10. The method of submission of requisitions on the warehouse has been changed, with a saving of approximately \$2,300 annually.

COOPERATION WITH THE DISTRICT OFFICIALS

The most friendly relation exists between the officials of the Board of Education and the officials of the board of commissioners who have to do with school matters.

The assistant superintendent in charge of business affairs deals largely with the purchasing officer of the District of Columbia, since it is through that officer that the school system procures all equipment and supplies. However, in arranging for the procurement of this material it is necessary for the assistant superintendent in charge of business affairs to take up various matters with the General Supply Committee of the United States Government, the Bureau of Standards of the United States, the Government Printing Office, the electrical engineer of the District of Columbia, the inspector of plumbing of the District of Columbia, the fire marshal of the District of Columbia, the contract board, the corporation counsel, and the auditor of the District of Columbia in advance of the submission of the formal request for procurement to the purchasing officer of the District of Columbia.

In the matter of repairs and improvements to school buildings, the assistant superintendent in charge of business affairs deals with the municipal architect and the superintendent of repairs.

In the matter of pay rolls, which are prepared by the public-school system, and in the settlement of accounts of contractors for materials furnished the public-school system, the assistant superintendent in charge of business affairs deals with the auditor and the disbursing officer of the District of Columbia.

In the matter of sanitary conditions in the schools, the reports of the health officer of the District of Columbia are forwarded by the superintendent of schools to the assistant superintendent in charge of business affairs for his attention.

In the matter of fire prevention in the schools, the reports of the fire marshal are forwarded by the superintendent of schools to the assistant superintendent in charge of business affairs for his attention.

In many of these activities the functions of the board of commissioners and the officials of the District government responsible to the board of commissioners and the school officials are not clearly defined.

Last year, on the suggestion of the superintendent of schools, the Board of Education held a very profitable conference with a representative of the engineer commissioner's office, the municipal architect, and the superintendent of repairs looking toward a better coordination of the work of the school department and the repair shop.

The present working arrangement, which requires the school officials to deal with several officials of the District government and to secure the agreement of these various officials before the public-school system can proceed in the orderly transaction of its business affairs, clearly demonstrates that the coordination of official procedure is essential to the proper functioning of the school officials as well as the District officials. In the absence of such coordination of official procedure, and even with the closest cooperation among officials, delays in the administration of the business affairs of the public-school system are inevitable.

RECOMMENDATION

The superintendent of schools recommends that the Board of Education take up with the Board of Commissioners of the District of Columbia the matter of a better coordination of the common activities of officers of the board of commissioners and of the officials of the Board of Education.

5. TRANSPORTATION OF PUBLIC-SCHOOL PUPILS BY BUS

Pupils suffering from incipient tuberculosis who attend the two health schools are transported by bus at public expense. This is the only group of public-school pupils whose transportation is paid for out of public funds. The superintendent desires to call to the attention of the Board of Education for its consideration certain other groups of pupils whose transportation at public expense might be justified.

YOUNG SUBNORMAL CHILDREN

Among the 75,000 public-school pupils there are some who are retarded in mental or physical development. For such children special classes have been provided. Not enough such classes have been organized to make such a class reasonably accessible to the homes of the pupils. Moreover, it frequently happens that there are no rooms available for the instruction of such classes in the school buildings where such children are found. It has been the practice to establish one such class in a centrally located building where space is available and assign such backward pupils to that class. Because of the long distance to travel, this frequently involves a real hardship on the pupils, particularly the younger children who are scarcely able to get along without constant supervision.

By means of bus transportation the pupils in any community could be easily gathered up and transported to a school building in which there was an available room for their proper instruction.

CRIPPLED CHILDREN

Heretofore the schools of Washington have given no special attention to the transportation and education of crippled children. Some such children regularly attend the public schools. How many such children do now attend the public schools and how many are unable to do so is not known at the present time. The superintendent has been asked by the Board of Education to make an investigation for the purpose of ascertaining the answers to these questions.

No matter how large or how limited the number of such children is, obviously the group of crippled children should be included among those for whom the Board of Education may consider providing transportation out of public funds.

SHIFTING POPULATION

Every school officer realizes that the school population in every city as large as Washington is shifting, more or less, from one section of the city to another. Citizens are leaving one section to establish their homes in another section. These changes frequently result from the introduction of industrial and commercial establishments which make that section of the city less desirable as a residential section.

The opening up of a new subdivision in the city for residential purposes frequently shifts large numbers of children to a section of the city where no school facilities exist or where the existing school facilities are overtaxed.

By these shifts in school population it is inevitable that the school facilities in the section from which parents are moving will not be used to full capacity, whereas that section of the city to which the residential population is gradually transferring will, in all probability, have inadequate schoolhouse accommodations.

Another factor which produces much the same result in the city of Washington is the dual system of schools, one for white pupils and one for colored pupils. During the process of the shifting population of either racial group the school for one race in a given community may be filled to overflowing whereas the school for the other race will be only partially filled.

Efficient organization of a school and a complete educational program for the great variety of activities which are carried on in every progressive school nowadays require a larger school unit than was required when the 8-room building was established as the typical elementary school building of Washington.

The larger elementary school unit of 16 or 20 rooms obviously serves a larger geographical area. Obviously, also, some provision must be made for the education of the smaller number of children who must be cared for before that geographical area provides enough children to fill an elementary school of 16 or more classrooms.

In view of the inevitable shift in population; of the comparative high cost of schoolhouse construction; of the desirability of utilizing fully the buildings now available, but not necessarily properly located, it is the opinion of the superintendent that consideration may properly be given by the Board of Education to the possibility of establishing bus transportation for regular elementary-school pupils.

RECOMMENDATION

The superintendent recommends that the Board of Education authorize and direct the superintendent of schools to investigate the problem of bus transportation of those elementary-school pupils hereinbefore described and report to the board the result of such investigation.

6. DESIRABLE EXTENSIONS OF THE PROGRAM OF VOCATIONAL EDUCATION

To some extent vocational education of various kinds is offered to boys and girls of Washington in elementary schools, junior high schools, senior high schools, and normal schools. The superintendent outlines in the following pages the nature and extent of the program of vocational education now offered in those schools.

ELEMENTARY SCHOOLS

The elementary schools of Washington will ultimately consist of the kindergarten and Grades I to VI. No vocational education as such is now offered or is contemplated for pupils of Grades I to VI.

However, certain prevocational and vocational schools of elementary-school rank have been established for providing pupils of 12 years of age or over, who have completed or have approximately completed the sixth grade of the elementary school, appropriate preliminary instruction to any of the trades looking toward preparation of such boys and girls for engaging in gainful occupation upon the completion of their courses in such schools.

Such schools are the Abbot Vocational School for Boys, the Denison Vocational School for Girls, the Phelps Vocational School for Boys, and the Margaret Murray Washington Vocational School for Girls.

The varied courses offered in those schools are as follows:

Girls.—Cafeteria and tea-room service, dressmaking, tailoring, millinery, art crafts, home making, child care and junior nursing, personal hygiene, office practice.

Boys.—Auto mechanics, auto repairing, brick masonry, woodwork, printing, machine and architectural drawing, sheet-metal work, plumbing, painting, interior decorating, electrical work.

NEED FOR EXTENSION

These schools appear to be growing in popularity. The following table indicates the whole enrollment each year from the date of the establishment of the schools:

Year	Number of pupils enrolled			Year	Number of pupils enrolled		
	White	Colored	Total		White	Colored	Total
1911-12.....	33	97	130	1920-21.....	(1)	140	140
1912-13.....	27	148	175	1921-22.....	(1)	171	171
1913-14.....	25	283	308	1922-23.....	(1)	209	209
1914-15.....	139	338	477	1923-24.....	(1)	259	259
1915-16.....	148	335	503	1924-25.....	(1)	341	341
1916-17.....	146	310	456	1925-26.....	84	455	539
1917-18.....	139	185	324	1926-27.....	176	459	635
1918-19.....	(1)	82	82	1927-28.....	375	463	838
1919-20.....	(1)	103	103				

¹ Pupils attending upon prevocational or vocational instruction were counted in the enrollment of the elementary schools during the year indicated.

The Abbot Vocational School for Boys has outgrown its building and some of the work has already been transferred to the building now occupied by the Columbia Junior High School.

The Dennison Vocational School for Girls was organized less than two years ago and will probably increase in popularity and enrollment as the years go on.

The Phelps Vocational was moved in September, 1924, from the Cardozo Manual Training building to the larger quarters which it now occupies.

The Margaret Murray Washington School building is being doubled in capacity to take care of pupils applying for the vocational training provided in that institution.

JUNIOR HIGH SCHOOLS

The junior high school offers instruction to pupils of Grades VII, VIII, and IX. More than 50 per cent of the seventh and eighth grade pupils in the public schools of the District of Columbia are now receiving instruction in junior high schools rather than in the former elementary schools of Grades I to VIII.

The junior high school offers a unified program for all pupils through the seventh grade and the first half of the eighth grade. Exploratory courses are offered pupils during the seventh and eighth years to try out their interest, to acquaint them with educational possibilities, and to assist them in determining for themselves under the guidance of teachers and parents the proper selection of their future educational program.

DIFFERENTIATED PROGRAMS

The junior high schools offer differentiated programs for three groups of pupils:

1. Those preparing for college.
2. Those preparing for commercial courses in the high school.
3. Those preparing for the vocations.

While the pupils preparing for college are not pursuing vocational courses it is pertinent to point out that they are pursuing introductory foreign-language courses and other courses heretofore customarily found in the senior high schools rather than in the elementary schools.

The junior high school offers instruction in clerical practice and typewriting primarily as a preparation for the pursuit of such courses in the senior high school. The commercial courses in the junior high school are not intended to prepare boys and girls fully for engaging in gainful occupation upon the completion of their 3-year junior high school course. The commercial courses in the junior high school are introductory and preparatory rather than finished courses.

The largest opportunity for prevocational and vocational training in the junior high school is to be found in the industrial-arts courses, which are as follows:

Girls.—Domestic art, domestic science, costume designing, home making, art crafts.

Boys.—Woodwork, pattern making, printing, sheet-metal work, painting, shoe repairing, applied electricity, mechanical drawing.

Obviously, the program for vocational education offered in our junior high schools must be so planned as to contemplate the fact that in the course of four or five years all seventh and eighth grade pupils will be receiving instruction in junior high schools and no seventh and eighth grade pupils will be found in the typical elementary school.

It is important, therefore, to determine the proper development of the educational program in vocational education for the junior high schools. Shall the junior high school vocational program be considered as absorbing the vocational program now carried on in the vocational schools of elementary grade? Or shall the junior high school program in vocational education be considered as more advanced than the vocational program in the vocational schools of elementary grade? Or shall the program of vocational education in the junior high schools differ in nature, scope, and essential characteristics from the program of vocational education in the vocational schools of elementary grade?

SENIOR HIGH SCHOOLS

Most of the senior high schools in the District of Columbia offer instruction in preparation of boys and girls for engaging in gainful occupation immediately upon the completion of the high-school course. The program of studies of the high schools of Washington provides vocational courses as follows:

Girls.—Stenography, bookkeeping, tailoring, millinery, costume designing, cafeteria and tea-room management.

Boys.—Stenography; bookkeeping; agriculture; woodwork; machine-shop practice; forging, welding, sheet metal; printing; auto mechanics and repairing; electrical construction; mechanical drawing; architectural design; art-metal work; shoe repairing; stationary engineering; brick masonry; auto and sign painting.

Stenographic courses covering two or four years are offered in the following high schools:

Divisions I-IX: Business, Central, Eastern, McKinley, and Western.

Divisions X-XIII: Cardozo.

Armstrong High School offers the following vocational courses:

Girls.—Tailoring, millinery, costume designing, cafeteria and tea-room management.

Boys.—Agriculture; shoe repairing; auto and sign painting; brick masonry; applied electricity; carpentry; auto mechanics; mechanical and architectural drawing; machine-shop practice; forging, welding, sheet metal; printing; stationary engineering.

Automobile repairing is offered in Central and Eastern High Schools.

Printing is taught in Central, Eastern, McKinley, and Armstrong. Instruction in banking is taught through regularly organized school banks found in the following high schools:

Divisions I-IX: Business, Central, Eastern, and McKinley.

Divisions X-XIII: Dunbar and Armstrong.

NORMAL SCHOOLS

The Wilson and Miner Normal Schools offer a 3-year course in preparation for the vocation of teaching. The present 3-year course was inaugurated on July 1, 1927; hence the first regular class to be graduated under this 3-year course will receive diplomas in June, 1930. These institutions are undergoing a thorough reorganization, with a view to providing a thoroughly up-to-date program of teacher training for prospective elementary-school teachers.

RECOMMENDATION

The superintendent recommends that the Board of Education authorize and direct the superintendent to investigate and report to the board in writing on the desirable modifications or extensions of the program of vocational education now carried on in the public schools of the District of Columbia.

7. TEACHING INDUSTRIAL ARTS IN ELEMENTARY SCHOOLS OF SIX GRADES

Hand work or industrial-arts work appropriate to the maturity of the child is recognized as an essential part of the educational program in elementary, junior, and senior high schools throughout the country. The nature of such work must vary in amount and character, depending on whether pupils are of elementary school age or junior or senior high school age. The forms of such work may obviously vary in amount and character between city schools and country schools. Likewise, the nature of the manual or industrial-arts work must be determined in some measure by the character of the community to be served. If the community is largely industrial, then obviously the public schools should provide more specialized instruction accordingly. If the community is largely residential and pupils are not preparing to enter industry, the industrial-arts work must be modified accordingly.

PAST PRACTICE IN WASHINGTON

The elementary schools of Washington formerly consisted of eight grades. The compulsory attendance law permitted children to leave school on reaching 14 years of age, no matter how little or how much

progress they had made in school work. The industrial-arts work for boys, as well as for girls, was planned to give pupils who would inevitably leave school at an early date a reasonable introduction to the industrial arts. It was recognized that some differentiation should be made for pupils in Grades VII and VIII, depending on whether they were to leave school early or to continue in school indefinitely.

THE PRESENT SITUATION

At present more than 50 per cent of the seventh and eighth grade boys and girls are already in junior high schools. The junior high school has deliberately planned to continue the differentiation of work heretofore provided for in the elementary schools. The future elementary school will consist of kindergartens and Grades I to VI only. Obviously some adjustment should be made in the program of manual or industrial arts heretofore carried on in the elementary schools, not only because of the change of the school system as a whole from the 8-4 plan of organization to the 6-3-3 plan of organization, but also because of the more extensive opportunities in industrial arts that are now being offered in the junior high schools as compared with the program formerly provided in the elementary schools of eight grades.

RECOMMENDATION

The superintendent recommends that the Board of Education authorize and direct the superintendent to make a comprehensive study of the subject of industrial-arts instruction in the elementary schools of six grades and report the results of that study and his recommendations to the Board of Education.

8. IMPROVEMENT OF INSTRUCTION

The public schools are organized for the purpose of providing efficient instruction for pupils who attend. It is the continuous purpose and effort of the school officials to improve the instruction offered.

Classroom instruction can be improved by better classification of pupils into classes, improved courses of study, better trained teachers coming into the service, and improvement of teachers already in the service.

BETTER CLASSIFICATION OF PUPILS

For some years the supervisory and administrative officers have given consideration to the desirability of homogeneous groupings of children into classes. Parents and teachers have always recognized that differences existed. Scientific educational research reveals striking differences among children and reveals how great those differences are. Extensive consideration has been given to this matter by the school officials during the past school year and further attention will be given to the subject during the coming year. As soon as final conclusions have been reached on any aspects of the matter, those conclusions will be presented to the Board of Education.

IMPROVED COURSES OF STUDY

The course of study is the guide for the teacher in her classroom work. It should at all times represent the current educational thought and the most approved educational practices to the end that our courses of study may be kept among the best. The superintendent has appointed committees of teachers and officers to consider modifications and revisions of courses of study in several subjects; and additional committees will be appointed for other subjects. When the revision of the courses of study for any subject shall have been completed it will be presented to the Board of Education for approval.

BETTER TRAINED TEACHERS COMING INTO THE SERVICE

ELEMENTARY SCHOOLS

More important in the matter of improving classroom instruction than the classification of children or the courses of study is the training of teachers before their appointment to service. It has become a truism in educational thinking that, "As the teacher is, so is the school."

Recently after careful investigation and with the assistance of the United States Bureau of Education, the Board of Education increased the normal-school course from two years to three years. This action will undoubtedly result in materially increasing the effectiveness of the teacher-training program in our normal schools and ultimately will result in a group of better trained teachers in our school system coming from the normal schools.

JUNIOR AND SENIOR HIGH SCHOOLS

Teachers for the junior and senior high schools and the normal schools are appointed as a result of open competitive examinations conducted by the boards of examiners created by law for that purpose. From time to time minor modifications have been made in the eligibility requirements for teachers in the junior and senior high schools. However, no such substantial increase in the scope of training for teachers in junior and senior high schools has been made as that which has been already adopted for the elementary schools. Obviously the higher salary in the senior high schools justifies higher eligibility requirements and likewise contemplates better trained teachers.

NORMAL SCHOOLS

Since the normal-school course has been expanded to cover three years and to include additional subjects of study, the eligibility requirements for appointment in the normal schools may justifiably be raised.

IMPROVEMENT OF TEACHERS AFTER APPOINTMENT

The salary schedule of Washington enacted in the law of 1925 provides higher compensation for superior teachers. A plan of examinations has been worked out which, it is believed, indicates those

teachers who may be classified as superior teachers. Teachers who pass such an examination are placed on the salary schedule for such teachers. This higher salary encourages teachers not only to keep abreast of current educational thought and practice through study, but also prompts them to render each year the highest quality service of which they are capable.

As a means of providing opportunities for teachers to give systematic study to their further preparation and training after appointment, the Board of Education has prepared a bill to provide leave of absence with part pay to teachers who desire to pursue university instruction. The provisions of that bill are such that with a minimum of public expense a considerable number of teachers would be permitted to secure leave of absence with part pay. It is to be hoped that this legislation can be secured at an early date in order that this very desirable provision for the encouragement of further preparation of teachers may be put into effect.

RECOMMENDATIONS

The superintendent recommends that the Board of Education authorize and direct the superintendent of schools to make a comprehensive investigation of the possibility and desirability of raising the eligibility requirements of teachers in elementary schools, junior high schools, senior high schools, and normal schools.

9. A JUNIOR COLLEGE AND A TEACHERS' COLLEGE FOR WASHINGTON

If the school system of Washington is to be developed in a manner comparable to the school systems of the several States of the Union, consideration must be given to the matter of providing at public expense for collegiate instruction for the residents of the District of Columbia, as well as to the matter of transposing our present normal schools into 4-year teachers' colleges, as has been done in many States.

These two proposals are discussed together since the superintendent is of the opinion that the proposals supplement one another. Increasing the 3-year normal-school course to a 4-year teacher-training course, at the end of which a degree should be given, would necessarily involve introducing some general academic or cultural courses. The junior college with its 2-year course beyond the high school, would provide residents of the District of Columbia with one-half of a collegiate course at public expense. Whether that junior college would ever be extended to a 4-year collegiate institution is a matter which, in the judgment of the superintendent, should be left for the future. It is desirable to point out that the establishment of a junior college does not necessarily imply that it will ever grow into a 4-year institution of collegiate standing.

Since some of the work of a 4-year teachers' college will be academic in character, and since there is a public demand for the establishment of collegiate instruction at public expense in the District of Columbia, both of these may be considered as one project. If the junior college and the 4-year teachers' college can be organized and conducted within the present normal-school buildings the overhead in cost may be materially reduced. Moreover, real economy in the

effectiveness of organization can be practiced if the two institutions are located together, and so organized and administered in so far as the academic work of the two institutions is concerned, that the time of the professors can be made use of interchangeably in the two institutions as circumstances make possible.

RECOMMENDATION

The superintendent recommends that the Board of Education refer this matter either to an appropriate committee of the Board of Education or to the superintendent of schools for a thoroughgoing investigation and report to the board.

SECTION IV. THE SCHOOL SYSTEM AT WORK IMPROVING ITS ORGANIZATION AND SERVICE

The rules of the Board of Education define the general functions of school officers and indicate policies and procedures for the guidance of school officials.

Much of the work involved in operating a public-school system, however, can not be specifically assigned to officers in the rules of the board. Neither do the rules define the procedure to be followed by school officers in the handling of a great part of the business which passes through their respective offices.

A public-school system in a city as large as Washington is a complicated organization. Every part of the administrative machinery must function effectively if friction is to be kept to a minimum and if reasonable efficiency is to be secured.

To secure reasonable efficiency there must be a common understanding among all administrative and supervisory officers, teachers, clerks, and janitors regarding the functions of each and the part which each individual or group of individuals plays in the operation of the school system.

During the past eight years the superintendent and those associated with him in the administration of the public-school system have undertaken to so define the functions of officers and teachers and so administer the public's educational business as to achieve a maximum result through the combined efforts of all educational, clerical, and janitorial employees.

As illustrating this method and purpose, the superintendent and his associates have come to a general understanding that no new policies or new administrative procedures will be defined at headquarters and promulgated until (a) said policy or procedure is thoroughly understood by every officer who has to do with its operation; (b) until every officer agrees on the desirability of inaugurating the policy or procedure; and, further, (c) until every officer agrees that this is the proper time to put said policy or procedure into effect.

To put into effect this general policy means that there must be many official meetings of officers and many informal discussions among officers relating to a given subject having to do with a given project preceding the inauguration of any new policy or procedure. The advantage of such a general practice, however, means that whenever a new policy or procedure is put into effect it is certain that it is intelligently understood by every officer having to do with its administration and that every officer will give it his official support.

In this section of the report the superintendent presents evidence of the activities of the school officers in their official capacity considering educational policies and procedures for the improvement of which they are responsible.

Furthermore, and more particularly, the superintendent invites attention to the activities of committees and boards made up of officers and teachers who are working cooperatively for the improvement of the organization of the school system and the important public service that the school system undertakes to render. These latter activities are not for the most part defined by the rules of the board, but the officers and teachers have voluntarily organized themselves into committees and boards for the better rendering of a great public service.

A. STATED MEETINGS OF ADMINISTRATIVE AND SUPERVISORY OFFICERS

It is the function of the Board of Education to appoint administrative officers necessary for administering the school system to define educational policies and to direct expenditures.

The administrative and supervisory officers are charged with the general responsibility of organizing, administering, and supervising the educational program of the public schools. The rules of the board specifically charge certain of those officers with the responsibility for progressive development of that part of the school system for which each said officer is responsible in accordance with the most approved principles of organization, administration, supervision, instruction, and general management.

The supervisory officers consist of the superintendent of schools, the first assistant superintendents, the assistant superintendents, supervising principals, heads of departments, directors of special subjects and departments, and principals of schools.

Stated meetings of these officers may be divided into two groups:

- (1) Meetings of general officers, including all subordinate officers, and
- (2) meetings limited in attendance to officers of a given rank.

1. GENERAL MEETINGS

During the school year ending June 30, 1928, the following general meetings were held:

I. Superintendent, first assistant superintendents, and assistant superintendents (Messrs. Kramer, Wilkinson, Haycock, Wilmarth, Clark, Long, Misses Hardy and LaSalle): Place, office of the superintendent; hour, 1 p. m.; dates, second and fourth Saturdays of each month.

II. Superintendent and administrative officers who prepare board orders (Messrs. Kramer, Wilkinson, Haycock, Wilmarth): Place, office of the superintendent; hour, 2 p. m.; dates, Mondays immediately preceding first and third Wednesdays of each month.

III. Superintendent, administrative officers, supervisory officers, directors, heads of departments, assistant principals, administrative principals, and teaching principals: Place, assembly room, Franklin Administration Building; hour, 3.45 p. m.; dates, fourth Thursday of each month.

IV. Superintendent, administrative principals, associated supervisory officers, and those desiring to become administrative principals: Place, assembly room, Franklin Administrative Building; hour, 3.45 p. m.; dates, second Thursday of each month.

Each of the aforementioned meetings was presided over by the superintendent of schools.

2. LIMITED MEETINGS

The following meetings of specialized groups of officers were held during the school year of 1927-28.

I. Senior high school principals: Place, conference room, second floor, Franklin Administration Building; hour, 11 a. m.; dates, third Saturday of each month.

II. Supervising principals and directors: Place, board room, Franklin Administration Building; hour, 11 a. m.; dates, first Saturday of each month.

III. Junior high-school principals: Place, conference room, second floor, Franklin Administration Building; hour, 11 a. m. to 12 m.; dates, fourth Saturday of each month.

Each one of these special meetings was presided over by an assistant superintendent.

SENIOR HIGH-SCHOOL PRINCIPALS' MEETINGS

Regarding the value of high-school principals' meetings, a high-school principal says:

Cooperative understanding of the senior high-school principals has brought about a desirable uniformity relative to the period used for commencement activities. Formerly each high school selected for its commencement exercises the date apparently most convenient for that school. It was possible, under this arrangement, for commencement exercises to be separated from one another by a week. Prospective graduates were excused from classes at varying periods—a situation which was obviously undesirable in the same school system. Through an understanding on the part of the senior high-school principals, commencement exercises are now restricted to the same two nights in each semester, and prospective graduates are excused from classes one week in advance of their graduation.

Another improvement, derived from cooperative understanding, may be noted in the adoption of a uniform schedule for science instruction. Previously the time varied from five to seven periods a week. A seven-hour schedule has now been adopted. Not only colleges accepting students from the different local high schools were in a quandary concerning these varying schedules but the accrediting organization for the Middle States and Maryland has evidently had some difficulty in understanding the varying allotments of time in respect to the sciences. The uniformity has been a needed one.

One of the outstanding achievements of the current year, from the standpoint of secondary work, has been the liberalizing of the course of study by making the foreign languages electives instead of prescribed subjects. Junior and senior high-school principals entered the conference with opposing views, but emerged with a unanimous report to the superintendent to change a practice which had the weight of tradition to support it. The procedure served as an excellent example of what the symposium method can accomplish.

B. TEACHERS' COUNCIL

A teachers' council is a body consisting of elective delegates and ex officio officers. Its ideals, purposes, and membership are contained in the following two articles of its constitution:

ARTICLE II.—IDEALS AND PURPOSES

The teachers' council should be the means whereby the Board of Education and the superintendent on the one hand and the teaching corps on the other may arrive at a mutual understanding of school problems. The council should occupy the position of a liaison officer. It should be an agency for instruction in school matters of the Board of Education, the superintendent, the officials, and the teachers.

The teachers' council should be an advisory not an administrative body; it should realize that it is not to usurp the prerogatives of the board or of the superintendent; it should not be a body for merely destructive criticism. Each

delegate should represent fairly and frankly in the deliberations of the council the views of the group which he represents.

Endeavor should be made to have all the discussions of the council lead to action that is helpful and constructive.

ARTICLE III.—MEMBERSHIP

The council shall consist of delegates elected by the members of the various branches of the Washington public-school system according to the following plan of representation:

	Divisions I to IX	Divisions X to XIII	Total
GROUP I.—TEACHERS			
Elementary schools, teachers:			
Kindergarten, primary.....	4	2	6
Intermediate, including teaching principals.....	4	2	6
Special.....	1	1	2
Junior high schools, teachers.....	1	1	2
High-school teachers and librarians.....	2	1	3
Normal-school teachers and librarians.....	1	1	2
Total.....	13	8	21
GROUP II.—SUPERVISION			
Medical staff, including nurses and doctors.....	1	1	2
Directors, supervisors, and heads of departments.....	1	1	2
Total.....	2	2	4
GROUP III.—ADMINISTRATION			
Administrative principals, including principal of Americanization schools.....	1	1	2
Supervising principals and attendance officers.....	1	1	2
Principals and assistant principals of high, junior-high, and normal schools.....	1	1	2
Superintendents.....	2	1	3
Total.....	5	4	9
GROUP IV.—CLERICAL			
Clerks.....	1	1	2
GROUP V.—JANITORIAL			
Janitors, assistant janitors, engineers, assistant engineers, electricians, firemen, coal passers, skilled laborers, laborers, cleaners, charwomen, gardeners, and night watchmen.....	1	1	2
Grand total.....	22	16	38

The following report covering the work of the Teachers' Council for the school year 1927-28 will illustrate the variety and importance of the subjects considered by the council:

TO THE SUPERINTENDENT OF SCHOOLS.

SIR: The Teachers' Council has, during the year 1927-28, given serious consideration to several problems of vital importance to the school system and to the teaching personnel.

Early in the year a committee was appointed to study the options promulgated by the Commissioners of the District of Columbia, under the power conferred upon them in the teachers' retirement law. Recommendations made by the committee and indorsed by the council were submitted to the Board of Education and certain questions and suggestions were presented to the auditor of the District of Columbia, with the hope that the meaning and effect of the several options could be made more definite and such minor changes might be adopted as have been shown to be desirable in specific instances in the application of the retirement law.

Another committee of the council, after serious study, presented to the council a comprehensive report on conditions determining the granting of requests by teachers for short leaves of absence prior to the closing of school in June or before July 1 on the part of officers. This report, after being adopted by the

council, was forwarded to the superintendent, who accepted and put into effect the recommendations made.

After profound consideration, the council unanimously indorsed the amended bill of the Board of Education granting educational leave to teachers under specified conditions.

Plans were made by a committee of the council, in consultation with the principal and teachers of the Stuart Junior High School, for the erection of a memorial to Mr. Alexander T. Stuart, the fund contributed by teachers for this purpose being in the custody of the treasurer of the Teachers' Council.

The series of inspirational lectures arranged by the institute committee were an outstanding feature of the work of the council this year. The policy adopted of alternating meetings of two types, those for the whole teaching body and those for special groups, proved most satisfactory. Speakers for both groups were selected after a thorough canvass of the system for suggestions.

* * * * *

The sympathetic cooperation and support given the Teachers' Council by the Board of Education, the superintendent of schools, the assistant superintendents, and other officers of the school system is keenly appreciated by the members of the council, and the most serious endeavor of each one has been directed toward making the Teachers' Council fulfill the ideal set up in its constitution of being "the means whereby the Board of Education and the superintendent, on the one hand, and the teaching corps, on the other, may arrive at a mutual understanding of school problems."

Respectfully submitted.

FLORENCE C. MORTIMER,
President Teachers' Council.

C. TEACHERS' INSTITUTES

A teachers' institute has been recognized throughout the country as a means of stimulating interest and giving professional encouragement to the teachers of a State or subdivision thereof. Teachers' institutes have been conducted in Washington for many years.

During the past few years, including the year 1927-28, the teachers' institutes have been under the general supervision of a committee of the Teachers' Council, which has annually authorized the president of the Teachers' Council to appoint such a committee.

The money with which to pay the speakers at the teachers' institutes is raised through voluntary contributions of teachers of a dollar, usually contributed every other year.

During the school year 1927-28 the institute committee organized and conducted a series of general and special lectures of unusual value and interest to the teachers and officers of Washington. (See item No. 18 in Section I of this report for list of lecturers.)

D. COURSE OF STUDY REVISION

The organization of committees of teachers and officers is a fine example of cooperative undertaking in the improvement of courses of study. The advantage of this cooperative procedure lies in the fact that the best professional judgment of the whole school service is brought to bear upon a problem of common interest, and when such a revised course of study is approved for use, those who are to teach it in the classroom as well as those who are to supervise it are thoroughly familiar with its provisions.

The following committees were appointed to consider the courses of study in the subjects indicated and recommend modifications or extensions:

COMMITTEE ON ARITHMETIC

Position	Name	School
Chairman.....	Dr. E. G. Kimball, supervising principal.....	Division III.
Subchairmen.....	Miss May C. Breen, second-grade practice teacher.....	Wilson Normal School.
	Mrs. Geneva J. Hecox, primary instruction department.....	
Kindergarten.....	Mrs. Myrtle K. Werner, sixth-grade teacher.....	Wallach School.
	Miss Marie C. Graff.....	Webb School.
	Miss Janice A. Browne.....	Ambush School.
Grade I.....	Mrs. Martha A. Winston.....	Garrison School.
	Miss Harriett D. Eldridge.....	H. D. Cooke School.
	Miss Mary E. Rose.....	Rossell School.
Grade II.....	Miss Viola H. Robinson.....	Garrison School.
	Miss Loretta Hannan.....	Polk School.
	Miss Annie G. Getty.....	H. D. Cooke School.
Grade III.....	Mrs. Ann J. Houston.....	Banneker School.
	Mrs. Margaret B. Duffey.....	Petworth School.
	Mrs. Mary L. McCausland.....	Bryan School.
Grade IV.....	Miss Ruth O. Davis.....	Giddings School.
	Mrs. Carol J. Schaeffer.....	Raymond School.
Grade V.....	Mrs. Angella B. Bishop.....	Stevens School.
	Miss Rose M. Carroll.....	Hubbard School.
	Miss Elsie E. Michaelson.....	Thomson School.
Grade VI.....	Mr. Samuel D. Matthews.....	Giddings School.
	Mrs. Grace R. Freedman.....	Monroe School.
	Mrs. Myrtle K. Werner.....	Wallach School.

COMMITTEE ON ENGLISH

Chairman.....	Mr. Selden M. Ely, supervising principal.....	Division V.
Secretary.....	Miss Adelaide Davis, supervising principal.....	Division VI.
Advisory committee.....	Miss Mary E. Given, principal.....	Brown School
	Miss Mary L. Washington, principal.....	Mott School.
Kindergarten.....	Miss A. Grace Alden.....	Buchanan School.
	Mrs. Mabel T. Andrews.....	Mott School.
Grade I.....	Miss Frances R. Finnie.....	Benning School.
	Miss Ruth E. Barnes.....	Peabody School.
	Miss Eliza P. Shippen.....	Miner Normal Practice School.
Grade II.....	Mrs. Janie F. Hilder.....	West School.
	Miss Ruby E. Duffey.....	Banneker-Jones School.
Grade III.....	Mrs. Natalie F. Barnhart.....	Emery School.
	Miss Portia M. Ferguson.....	Lovejoy School.
	Miss Norma J. Kale.....	Curtis School.
	Miss Lillian A. Shewmaker.....	Wilson Normal Practice School.
Grade IV.....	Mrs. Blanche M. Lewis.....	Carbery School.
	Miss Eva M. McCubbin.....	Brown School.
	Miss Edith A. Matthews.....	Twining School.
Grade V.....	Miss Ruth E. Dick.....	Carbery School.
	Miss Ruth E. Little.....	Fillmore School.
	Miss Louise S. Gardner.....	Birney School.
Grade VI.....	Miss Laura G. Arnold.....	Harrison School.
	Mrs. Louise B. Francis.....	Henry School.
	Miss Hope Lyons.....	Garrison School.

COMMITTEE ON GEOGRAPHY

Chairman.....	Miss Janet McWilliam, supervising principal.....	Divisions II, IV, and VIII.
Secretary.....	Miss Agnes F. Garrels, teacher of geography.....	Wilson Normal School.
Advisory committee.....	Mrs. Maude F. Wayman, teacher of eighth grade.....	Burrville School.
	Miss Elizabeth A. Hummer, supervising principal.....	Division VII.
	Mrs. Maude M. Rivers, assistant to director of primary instruction.....	
	Mr. James I. Minor.....	Miner Normal Practice School.
Kindergarten.....	Miss Catherine Brackett.....	Burroughs School.
	Mrs. Katherine E. Dean.....	Payne School.
Grade I.....	Miss Julia L. Clements.....	Edmonds School.
	Mrs. Grace S. Keiser.....	Park View School.
Grade II.....	Mrs. Netta G. Miller.....	Petworth School.
	Miss Clemence M. Stinzing.....	Johnson School.
	Miss Nellie E. Dyson.....	Magruder School.
Grade III.....	Miss Marie Turner.....	Wilson Normal Practice School.
	Miss Ruth M. Hillyard.....	Seaton-Blake School.
	Miss Marguerite V. Smith.....	Wormley School.
Grade IV.....	Mrs. Octavia E. Reed.....	Wesley Heights School.
	Mrs. Ann M. Tyson.....	Logan School.
	Mrs. Amy S. King.....	Dent School.
	Miss Anna Murray.....	Bryan School.

COMMITTEE ON GEOGRAPHY—continued

Position	Name	School
Grade V.....	Mrs. Mary L. Steele.....	Ludlow School.
	Miss Helen V. Harper.....	Bryan School.
	Mrs. Ethel G. Murray.....	Mott School.
Grade VI.....	Miss Helen B. Masson.....	Congress Heights School.
	Miss Marie K. Steidle, assistant to director of visual instruction.....	
	Mrs. Obzene M. Walker.....	Bruce School.
	Miss Audrey V. Hazell.....	Brent School.
	Mrs. Juanita S. Winn.....	Thomson School.

COMMITTEE ON HISTORY

Chairman.....	Mr. Henry W. Draper, supervising principal.....	Division I.
Subchairman.....	Miss Cornelia Whitney, teacher of history and geography.....	Wilson Normal School.
Secretary.....	Dr. Daniel I. Renfro, principal.....	Lovejoy School.
Advisory Committee.....	Miss Ida M. Lind, assistant to director of primary instruction.....	
	Miss Marguerite E. Thomas, teacher of geography.....	Miner Normal School.
	Mr. Alphonso O. Stafford.....	Burrville School.
Kindergarten.....	Miss Harriet I. Zeiders.....	Thomson School.
	Miss Annie S. Johnson.....	Phillips School.
Grade I.....	Miss Katherine E. Bergin.....	Thomson School.
	Miss Alice V. Miller.....	Orr School.
	Mrs. Virginia S. Peters.....	Garrison School.
Grade II.....	Mrs. Marion Y. Brunner.....	Brookland School.
	Miss Phyllis L. Patterson.....	Ludlow School.
	Miss Mary D. Dodson.....	Harrison School.
Grade III.....	Miss Ruby R. Patterson.....	Peabody-Hilton School.
	Miss Dorothy M. Lewis.....	Eaton School.
	Miss Sarah P. Arnold.....	Harrison School.
Grade IV.....	Miss Margaret K. Patterson.....	Peabody-Hilton School.
	Miss Lila R. Durisoe.....	Thomson School.
	Mrs. Edna W. Pinkard.....	Mott School.
	Miss Margaret W. Standiford.....	H. D. Cooke School.
	Miss Elizabeth V. Lindsay.....	Thomson School.
	Miss Dorothy Gilbert.....	Van Ness School.
Grade V.....	Miss Evelyn L. Kemp.....	Woodridge School.
	Miss Lillian Halley.....	Cranch School.
	Miss Mary H. Donahue.....	Eaton School.
	Mrs. Elsie A. Browne.....	Cleveland School.
	Miss Elizabeth V. Wadley.....	Corcoran-Jackson School.
	Miss Elsie M. Alwine.....	Wallach-Towers School.
	Mrs. Bessie L. Van Driesen.....	Wheatley School.
Grade VI.....	Miss Lillian A. Duckett.....	J. F. Cook School.
	Mrs. Margaret S. Conway.....	Woodridge School.
	Mrs. May V. Beller.....	Pierce-Webb School.
	Miss Constance A. Backus.....	Curtis-Hyde School.
	Miss Elsie E. Green.....	Grant School.
	Miss Dora F. McClure.....	Fairbrother School.
	Mrs. Harriett G. Dixon.....	Garrison School.

COMMITTEE ON READING AND LITERATURE

Chairman.....	Miss Rose Lees Hardy, assistant superintendent in charge of primary instruction.....	
Secretary.....	Miss Clara Hickman, assistant to director of primary instruction.....	
Advisory committee.....	Miss Mary R. Parkman, primary teacher.....	Wilson Normal School.
	Mr. Leon L. Perry, supervising principal.....	Division XII.
	Miss Emma F. G. Merritt, supervising principal.....	Division X-XI.
	Miss Katie C. Lewis, principal.....	Bruce School.
Kindergarten.....	Miss Grace M. Janney.....	Thomson School.
	Miss Eva A. Thompson.....	Birney School.
Grade I.....	Miss Sibyl Shewmaker.....	Eckington School.
	Miss Alice V. Keliher.....	Thomson School.
	Mrs. Sara F. Clark.....	Montgomery School.
Grade II.....	Mrs. Maria B. Culbertson.....	Thomson School.
	Miss Nellie C. Harrington.....	Reservoir School.
	Mrs. Emma H. Roberts.....	Cleveland School.
Grade III.....	Miss Margaret P. Murray.....	Bryan School.
	Miss Mayme R. Lewis.....	Bruce School.
Grade IV.....	Miss Ethel M. Warde.....	Tenley School.
	Miss Ethel L. Carney.....	Park View School.
	Miss Blanche M. Parker.....	Garrison School.
Grade V.....	Miss Sarah F. Clokey.....	Adams School.
	Mrs. Lorraine H. Pinchback.....	Garrison School.
Grade VI.....	Miss Francis M. Croswell.....	Thomson School.
	Miss Rosemary L. McNamara.....	H. D. Cooke School.
	Mrs. Martha C. Brent.....	Crummell School.

PLACING TEACHERS ON COMMITTEES

The placing of teachers on committees with officers for the consideration of common problems is commented on by a supervising principal as follows:

The practice of the superintendent in appointing teachers to serve on committees with officers is beneficial to the teachers. It gives the teacher a broader view of the school system as a whole and also the experience of planning for the work of others rather than for herself alone.

In serving on the committee for the course of study a teacher has had to do much research work not only for subject matter but for methods, aims, and outcomes. The organization of material selected, into a logical outline, coordinating the main topics, subordinating others is in itself fine mental training.

Working with such a group creates not only sympathy but a clearer understanding between the teacher at work and her superior officer.

E. BOARDS OF EXAMINERS

The law provides for two boards of examiners, one for the examination of persons who desire to teach in the white schools and the other for the examination of persons who desire to teach in the colored schools. By law each board consists of the superintendent of schools as chairman and not less than four nor more than six members of the supervisory or teaching staff. Appointments of such members of the supervisory and teaching staff are annually made by the Board of Education on recommendation of the superintendent of schools.

The law further provides that there shall be a chief examiner for the board of examiners for white schools, who shall devote all of his time to that position, and that an assistant superintendent in the colored schools shall be designated by the superintendent of schools as chief examiner for the board of examiners for the colored schools.

All members of the two boards of examiners serve without additional compensation except the chief examiner for the white schools.

It has been the practice of the superintendent to recommend for appointment teachers and officers representing the elementary, junior high, and senior high schools, based on the comparative amount of work of the board of examiners in these respective divisions of the school system. During the period of the preparation of questions and the making of other arrangements for teachers' examinations the work of the boards of examiners is heavy. The teachers and officers who are appointed to the boards of examiners are called upon to render a very important professional service. They must spend much of their time outside of school hours in doing the work thus imposed upon them.

In order that an assignment of a teacher or an officer to the board of examiners may not become too much of a burden, it has been the general practice to continue an appointment for a period of not more than two years. In 1927-28 the boards of examiners were as follows:

DIVISIONS I-IX

Mrs. Myrtle K. Werner, teacher of grade 6, Wallach School.

Mrs. Florence N. Cornell, teacher of mathematics, Columbia Junior High School.

Miss Mary R. Parkman, teacher in charge of English and literature, Wilson Normal School.

Mr. Howard P. Safford, principal Macfarland Junior High School.
Mr. George J. Jones, head of the department of history in junior and senior high schools.

DIVISIONS X-XIII

Miss Valerie E. Chase, supplementary teacher, Bruce School.
Miss Sadie I. Daniel, teacher of history, Dunbar High School.
Mr. Joseph G. Logan, teacher of general science, Shaw Junior High School.
Mrs. Mary H. Plummer, teacher of English and history, Randall Junior High School.
Mr. Roscoe I. Vaughn, head of the department of mechanical drawing in junior and senior high schools.

F. BOARDS OF ADMISSION FOR HIGH SCHOOLS

The enrollment of pupils in high schools coming to Washington from various sections of the country presents an important administrative problem. In order that this work may be attended to preceding the opening of the high schools and may be handled as expeditiously as possible, the superintendent annually appoints two boards of admission, one for the white schools and one for the colored schools.

These boards hold daily sessions for several days preceding the opening of schools and receive and pass on the credentials presented by students from other schools who desire to enter the first or any subsequent year of our senior high-school course. The members of the boards of admission must be familiar with the standing of schools in the several States and must also have detailed knowledge of the courses of study in the several high schools of Washington in order that they may properly evaluate the credentials presented and advise students as to the amount of credit toward graduation that will be allowed in the different high schools of Washington. Applications for placement in the several high schools are received by the boards of admission and forwarded to the respective assistant superintendents for indorsement.

The high schools of the District of Columbia and the parents of pupils who appear before these boards of admission owe the members of the boards a debt of gratitude for several days of burdensome work undertaken by them preceding the opening of schools twice each year.

The boards of admission during the school year 1927-28 were made up of the following persons:

DIVISIONS I-IX

Mr. William P. Hay, head of the department of biology and chemistry in junior and senior high schools.

Miss Jessie B. Edmonson, teacher of mathematics, Western High School.

Dr. Arcturus L. Howard, head of the department of business practice in junior and senior high schools.

Miss Mabel C. Hawes, head of the department of Latin in junior and senior high schools.

Miss Dorothea F. Sherman, teacher of English, Central High School.

DIVISIONS X-XIII

Mr. Clarence O. Lewis, teacher of mathematics, Dunbar High School.

Mr. Cato W. Adams, teacher of mathematics, Armstrong High School.

Mr. Walker L. Savoy, teacher of English and history, Francis Junior High School.

Mr. William F. DeBardeleben, teacher of biology, Miner Normal School.

G. BOARD OF APPORTIONMENTS

Some of the appropriations for various activities in the school system are made in lump sums. Hence it becomes necessary not only to distribute these lump sums over the school year in accordance with the provisions of law and the administrative procedure set up by the auditor but also to provide for their distribution among the schools throughout the school system.

The apportionment of these lump-sum appropriations is both a financial and an educational matter. Accordingly, the superintendent has constituted, with the approval of the Board of Education, a board made up of educational and financial officials of the school system.

During the school year 1927-28 the board of apportionments was made up of the same officers who have served the school system in that capacity for a number of years, as follows:

Mr. Stephen E. Kramer, first assistant superintendent, chairman.

Mr. Garnet C. Wilkinson, first assistant superintendent.

Mr. Robert L. Haycock, assistant superintendent.

Maj. Raymond O. Wilmarth, assistant superintendent in charge of business affairs.

Mr. John A. Chamberlain, supervisor of manual training.

Mr. Richmond W. Holt, chief accountant, secretary.

It is the function of this board to consider the comparative needs of the school system and to distribute the money available for the various activities for which it is appropriated in accordance with the respective needs of the schools and divisions of the city. In view of the fact that many of these appropriations are insufficient to meet the increased demands from year to year, the board of apportionments is inevitably engaged in the rather thankless task of trying to make a dollar satisfy more than a dollar need.

H. BOARD OF INQUIRY

There are approximately 550 persons who constitute the custodial staff of the school system. It is the function of these engineers, janitors, laborers, coal passers, and others to care for the 168 school buildings in the District of Columbia.

Occasionally a building is not properly cleaned or properly heated. Occasionally a building has to be closed for lack of heat, although it is now believed that that practice has been reduced to a minimum.

In order that such instances may be thoroughly investigated, the facts gathered, and the judgment of responsible officers stated for the proper action of the superintendent of schools, the superintendent, with the approval of the Board of Education, has created a board of inquiry.

The board of inquiry for the school year 1927-28 consisted of the following:

Mr. Stephen E. Kramer, first assistant superintendent, chairman.

Mr. Garnet C. Wilkinson, first assistant superintendent.

Maj. Raymond O. Wilmarth, assistant superintendent in charge of business affairs.

Mr. Thomas J. Jones, janitor, McKinley High School.

Mr. Edward W. Crump, engineer, Miner Normal School.

The three educational officers are selected by the superintendent of schools. The two janitors are elected by the janitors, one from among the janitors of the white schools and the other from among the janitors of the colored schools.

Every complaint about an unsatisfactory condition in a building, the closing of a building for lack of heat, and any other incident that may be caused by dereliction in duty on the part of a janitor is referred by the superintendent of schools to the board of inquiry for investigation and report. That board conducts hearings, takes testimony of witnesses, and makes its report to the superintendent.

Their recommendations may be for dismissal, for a reprimand, for the consideration in the rating of the janitor at the end of the year, or for his complete exoneration.

The superintendent desires to record here his appreciation of the service rendered by these officers who make up the trial board and to note the improvement that has taken place since the inauguration of this plan of dealing with matters dealt with by the board of inquiry.

I. TEXTBOOK COMMITTEES

Obviously the selection of appropriate textbooks to be used by public-school pupils is an important professional task. In order that teachers who use textbooks may have an appropriate opportunity to express their views regarding books in use and any books that are available for introduction into use, the superintendent has constituted committees on textbooks, made up of teachers and administrative officers.

It is the function of these committees to receive from teachers and officers suggestions of changes in textbooks, to evaluate these suggestions, and to recommend to the superintendent of schools revisions in textbook adoptions growing out of the deliberations of the committees.

The textbook committees are appointed by the superintendent early in each school year, are asked to begin their work at once, and are expected to make a report to the superintendent by February 1.

Following the reports of the textbook committees, the superintendent makes his recommendations to the Board of Education regarding the discontinuance of books in use and the adoption of new books.

The textbook committees for the school year 1927-28 were as follows:

ELEMENTARY SCHOOLS

Mr. Henry W. Draper, supervising principal, Division I, chairman.
 Miss Adelaide Davis, supervising principal, Division VI.
 Miss Rose Lees Hardy, assistant superintendent, Divisions I-IX.
 Miss Katie C. Lewis, principal, Bruce School.
 Miss Florence Lyddane, teacher of grade 8, Hyde School.
 Mrs. Willa C. Mayer, director of primary instruction, Divisions X-XIII.
 Miss Emma F. G. Merritt, supervising principal, Divisions X-XI.
 Mr. Walter B. Patterson, supervisor of special activities, Divisions I-IX.
 Miss Mildren E. Steele, teacher of grade 3, Thomson School.
 Miss Mary L. Washington, principal, Mott School.

JUNIOR HIGH SCHOOLS

Mr. Charles Hart, principal, Eastern High School, chairman.
 Mrs. Agnes I. Kinnear, teacher of history and mathematics, Langley Junior High School.
 Miss Mineola Kirkland, principal, Shaw Junior High School.
 Miss Lula M. MacIntosh, teacher of English and history, Hine Junior High School.
 Miss Caroline E. Toner, teacher of English and history, Macfarland Junior High School.

SENIOR HIGH AND NORMAL SCHOOLS

Mr. Charles Hart, principal, Eastern High School, chairman.
 Miss Nancy F. Brown, teacher of English, Dunbar High School.
 Miss Ethel C. Harris, head of the department of mathematics, Divisions X-XIII.
 Mrs. Daisy I. Huff, teacher of Spanish, Business High School.
 Mr. George J. Jones, head of the department of history, Divisions I-X.

J. COMMITTEES ON HOMOGENEOUS GROUPING OF PUPILS

Each year the superintendent selects an important subject for consideration at the meetings of the year with the complete staff of administrative and supervisory officers. During the school year 1926-27 the subject was Supervision of Instruction. During the school year 1927-28 it was Homogeneous Grouping of Pupils.

Following the discussion at each meeting the superintendent appointed a committee to give further study to the subject of the meeting.

At the close of the past year these committees presented preliminary reports and have been continued during the next school year.

Perhaps no other subject is prompting more general attention and receiving more thoroughgoing consideration than the significance of individual differences among children and the possibility and desirability of better classification of children for instruction purposes. The teachers and officers who make up these several committees are rendering an important service, and the final results of their study will undoubtedly be of material value to the teaching profession of Washington in determining various important problems connected with the attempt to organize children into homogeneous groups.

COMMENT ON ABILITY GROUPING

A junior high school principal makes the following statement:

We have noted with pleasure the organization by our superintendent this year of several committees looking toward advancement of the work already in progress along the lines of ability grouping, especially with relation to differentiation of courses of study to meet the fastest and slowest ability group needs.

We feel that constructive beginnings have been made by the large group of teachers and officers who have this year constituted a vocational and educational guidance committee. This work, culminating in the splendid contributions of Doctor Allen, of Providence, augurs much for the near future in the improvement of our school guidance work.

The following are the committees on the various subjects indicated:

1. FINANCIAL ASPECTS OF HOMOGENEOUS GROUPING

Miss Elizabeth A. Hummer, supervising principal, Division VII, chairman.

Miss Mineola Kirkland, principal, Shaw Junior High School.

Dr. Arcturus L. Howard, head of the department of business practice, Divisions I-IX.

Mr. John A. Chamberlain, supervisor of manual training, Divisions I-IX.

Mr. Allan Davis, principal, Business High School.

Mr. Oliver W. McDonald, director of manual training, Divisions X-XIII.

Mr. G. David Houston, principal, Armstrong High School.

Mr. Clyde C. McDuffie, head of the department of modern languages, Divisions X-XIII.

Miss Florence C. Mortimer, principal, Edmonds-Maury School.

Mr. Leon L. Perry, supervising principal, Division XII.

2. SIZE OF CLASSES

Mr. Alvin W. Miller, principal, Central High School, chairman.

Mr. Howard P. Safford, principal, Macfarland Junior High School.

(a) Subcommittee on nation-wide practice:

Miss Lou E. Ballenger, principal, Corcoran-Jackson School.

Mr. Walter L. Smith, principal, Dunbar High School.

(b) Subcommittee on local elementary schools:

Mr. John C. Bruce, supervising principal, Division XIII.

Miss Mary W. Frank, principal, Petworth School.

Mr. Joseph P. Gillem, principal, Cardozo-Bell School.

Dr. Ephraim G. Kimball, supervising principal, Division III.

Miss Imogene Wormley, director of kindergartens, Divisions X-XIII.

(c) Subcommittee on local junior high schools:

Mr. William J. Wallis, head of the department of mathematics, Divisions I-IX.

Mr. G. Smith Wormley, principal, Randall Junior High School.

Mr. Howard P. Safford, principal, Macfarland Junior High School.

(d) Subcommittee on local senior high and normal schools:

Mr. Alvin W. Miller, principal, Central High School.

Miss Otella Cromwell, head of the department of English and history, Divisions X-XIII.

3. TO FORMULATE THE NEXT STEPS IN X-Y-Z GROUPING

Miss Bertie Backus, principal, Powell Junior High School, chairman.

(a) Subcommittee on definition of terms:

Mr. Walter L. Smith, principal, Dunbar High School.

Miss Mineola Kirkland, principal, Shaw Junior High School.

Mr. Charles K. Finckel, principal, Thomson School.

Miss Mary L. Washington, principal, Mott School.

Prof. René Samson, head of the department of modern languages, Divisions I-IX.

- (b) Subcommittee to determine the factors that shall be considered in grouping:

Mr. Harold E. Warner, principal, Hine Junior High School.
 Mr. Allan Davis, principal, Business High School.
 Miss Mary E. Graves, principal, Ketcham-Van Buren School.
 Mr. Leon L. Perry, supervising principal, Division XII.
 Miss Rose L. Nixon, director of drawing, Divisions X-XIII.

- (c) Subcommittee to determine outcomes:

Mr. Walter B. Patterson, supervising principal, Division IX.
 Mr. Frank C. Daniel, principal, McKinley High School.
 Dr. Rebecca Stoneroad, director of physical training, Divisions I-IX.
 Mr. Nelson E. Weatherless, head of the department of science, Divisions X-XIII.

4. TECHNICAL CERTIFICATION OF THE COMPLETION OF THE COURSE OF STUDY

Miss Anna D. Halberg, principal, Wilson Normal School, chairman.

- (a) Subcommittee on certification for X-Y-Z groups in the normal and senior high schools:

Mr. Charles Hart, principal, Eastern High School.
 Miss Anna D. Halberg, principal, Wilson Normal School.
 Mr. James A. Turner, principal, Miner Normal School.

- (b) Subcommittee on certification for X-Y-Z groups in the junior high schools:

Miss Bertie Backus, principal, Powell Junior High School.
 Mr. Ralph W. Strawbridge, principal, Jefferson Junior High School.
 Mr. Robert N. Mattingly, principal, Francis Junior High School.
 Miss Sarah E. Simons, head of the department of English, Divisions I-IX.
 Miss Ethel C. Harris, head of the department of mathematics, Divisions X-XIII.

- (c) Subcommittee on certification for X-Y-Z groups in the elementary schools:

Miss Adelaide Davis, supervising principal, Division VI.
 Mr. Henry W. Draper, supervising principal, Division I.
 Miss Emma F. G. Merritt, supervising principal, Divisions X-XI.
 Miss Constance A. D. Luebker, principal, Eaton School.
 Miss Mary E. Draney, principal, Burroughs School.
 Miss Mildred E. Gibbs, principal, Stevens School.
 Miss Emma S. Jacobs, director of domestic science, Divisions I-IX.
 Mrs. Julia W. Shaw, director of household arts, Divisions X-XIII.

5. TO STUDY GENERAL ASPECTS OF X-Y-Z GROUPING

Miss Jessie LaSalle, assistant superintendent, Divisions I-IX, chairman.
 Mrs. Imogene Ruediger, teacher of sixth grade, Eaton School.
 Miss Evelyn R. Thompson, teacher of mathematics, Western High School.

SUMMARIZED STATEMENTS OF COOPERATION

The following statements summarize some of the impressions of officers regarding the cooperative procedure which has been established for the handling of the educational problems of the school system:

FROM A SUPERVISING PRINCIPAL, DIVISIONS I-IX

I. Cooperative undertakings of officers, principals, and teachers, resulting in greatly improved conditions for teaching as a result of homogeneous grouping.

II. Educational leadership through teachers' meetings with superintendent, assistant superintendents, and supervisors.

III. Work on committees on X, Y, Z grouping, especially that of teachers working out a technique for the different ability groups which I have discussed fully in my part of the supervisors' report.

IV. Observation of work of superior teachers by those less strong, arranged by supervisors and assistant superintendents.

V. Personal conferences with teachers regarding their work and ambitions (college courses to pursue).

VI. Discussion at Saturday morning conferences, especially one leading toward more careful consideration of the question of transfer of pupils from one part of the city to another.

VII. Slight improvement in living conditions through painting, new shades, new furniture—with hopes for better things next year.

VIII. Plans for a new five-year building program.

IX. Attendance upon the National Education Association convention by officers and teachers.

X. Retirement of incapacitated teachers.

FROM A JUNIOR HIGH SCHOOL PRINCIPAL, DIVISIONS X-XIII

1. Principals of junior and senior high schools, meeting with First Assistant Superintendent Wilkinson, discussed the duties and decided upon the desirable activities of principals and heads of departments for the year.

2. A committee of junior high school principals, with the head and acting head of the department of business training, worked out a plan for revision of the course of study and change of time allotment in clerical practice. Another committee considered similar changes for foreign languages in the junior high school.

3. Teachers participated with the heads of departments in writing the revised course of study in clerical practice.

4. Teachers and officers compose the textbook committees in our school. Examination of books and recommendations for discontinuances and new adoptions devolve upon these committees.

5. Teachers and officers have been at work this year, in committees named by the superintendent, to study administrative phases of X, Y, Z grouping and formulate reports of their studies.

6. A committee of teachers and officers has been studying questions bearing on social hygiene instruction in our schools. Meetings for teachers and officers and for parent groups have been conducted under the joint auspices of the Board of Education, parent-teacher federations, and the Social Hygiene Society of the District of Columbia.

7. Interschool and intraschool committees have functioned in the study of plans for character education.

8. Citizens, school officials, and the Board of Education have met to consider the educational needs of the several communities.

9. Visual education and health objectives have been the subject of study by junior high school principals.

10. Committees of teachers and officers have worked out articulation of junior and senior high-school courses and unification of seventh and eighth grade elementary-school and junior high school courses.

11. During the school year 1925-26 the administrative and supervisory officers devoted their monthly meetings to a consideration of the general subject of supervision.

12. University extension courses of graduate school grade have been maintained for Washington teachers, with professors from Columbia University.

13. Relations have been established with Howard University, whereby seniors of Teachers' College are given the opportunity for observation and limited participation in junior high school classes.

14. Officers of the system contribute to the training of the student teachers by lectures to the classes in education.

15. Professors from Howard University and officials and teachers in our own school have participated as speakers or hearers in annual series of professional faculty meetings.

As an evidence of cooperation with the Public Library a junior high school principal submits the following statement:

I am also inclosing copies of reading lists developed at the Langley Junior High School this year with the assistance and cooperation of the children's department of the Public Library. This shows the cooperation of District agencies, as well as what I believe to be an important emphasis in secondary education—namely, its training for avocational and leisure-time activities.

SECTION V.—PROGRESS IN THE 5-YEAR SCHOOL BUILDING PROGRAM

The following pages indicate the progress that has been made to date (September 30, 1928) in carrying out the provisions of the 5-year school-building program act approved February 26, 1925.

The information includes (1) building items appropriated for through June 30, 1929; (2) land items purchased through September 30, 1928; and (3) building and land items authorized in the 5-year school-building program act but not yet appropriated for.

1. ELEMENTARY SCHOOLS

The building needs in the elementary schools are to be met through the construction of elementary school buildings and junior high school buildings. Accordingly the following tabulation includes the capacity of each junior high school for pupils of grades 7 and 8. (The additional capacity of each junior high school for pupils of grade 9 is included under high schools.)

FIRST DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	Classrooms
Second deficiency, 1925—Oyster-----	8
Appropriation act, 1928—Potomac Heights-----	4
Appropriation act, 1929—Grant Road-----	8
	<hr/> 20
Junior high schools—	
Appropriation act, 1927 } Gordon-----	12
Appropriation act, 1928 }	
Total-----	<hr/> 32

Land items purchased through September 30, 1928:

Elementary schools—	
Grant Road site.	
Potomac Heights site.	
Eaton playground.	
Jackson playground.	
Brown site and playground.	
Junior high school—Gordon site.	
Building and land items not yet appropriated for:	
Elementary schools—	
Janney-----	8
Eaton gymnasium-assembly.	
Addison playground.	
Connecticut Avenue and Upton Street site.	
Foxhall Road and Calvert Street site.	
Wesley Heights site.	
Junior high schools—	
Reno site.	
Reno-----	12
Total-----	<hr/> 20

SECOND DIVISION

Building items appropriated for through June 30, 1929: None.

Land items purchased through Sept. 30, 1928:

Elementary schools—Morgan playground.
Junior high schools—None.

Building and land items not yet appropriated for: None.

NOTE.—No classrooms were authorized for this division. Relief is to be provided by construction in adjoining divisions. One land item has been purchased; hence authorized program for the division is complete.

THIRD DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	Classrooms
Second deficiency, 1925—Brightwood	16
Appropriation act, 1926—	
Barnard	8
Truesdell	8
Whittier	8
Appropriation act, 1927—	
West gymnasium-assembly.	
Petworth gymnasium-assembly.	
Appropriation act, 1928—Barnard	8
Appropriation act, 1929—	
Fourteenth and Upshur	8
Raymond	8
Takoma gymnasium-assembly.	
	<u>64</u>
Junior high schools—	
Appropriation act, 1926—Macfarland	6
Appropriation act, 1928—Paul (plans).	
Appropriation act, 1929—Paul	12
	<u>18</u>
Total	<u>82</u>

Land items purchased through Sept. 30, 1928:

Elementary schools—
 Truesdell site.
 Brightwood site.
 Fourteenth and Upshur site.
 Sixteenth and Webster site.
 Alaska Avenue and Holly Street site.

Junior high school—Paul site.

Building and land items not yet appropriated for:

Elementary schools—	
Truesdell	4
Keene	4
Hubbard playground.	
Johnson playground.	
Petworth playground.	
Alaska Avenue and Holly Street	8
Bancroft	8
Junior high schools—None.	
Total	<u>24</u>

FOURTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	
Appropriation act, 1928—Adams plans.	
Appropriation act, 1929—Adams	24

Junior high schools—None.

Land items purchased through Sept. 30, 1928:

Elementary schools—Adams site.

Junior high schools—None.

Building and land items not yet appropriated for:

Elementary schools—	
Abbot site.	
Abbot	16
Junior high schools—None.	

FIFTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	
Appropriation act, 1927—	Classrooms
Burroughs	8
Woodridge	8
Appropriation act, 1928—Langdon	16
	<hr/>
	32
Junior high schools—	
Appropriation act, 1927	Langley
Appropriation act, 1928	
	9
	<hr/>
Total	41

Land items purchased through Sept. 30, 1928:

Elementary schools—
 Woodridge site.
 Langdon site.
 Eckington playground.
 Rhode Island Avenue and Twelfth Street site.

Junior high schools: Brooklyn-Woodridge site.

Building and land items not yet appropriated for:

Elementary schools—	
Brookland playground.	
Michigan Avenue site.	
Junior high schools: Brookland-Woodridge	12

SIXTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—Appropriation act, 1928—Wheatley gymnasium-assembly.	
Junior high schools—Appropriation act, 1926—Stuart	12

Land items purchased through Sept. 30, 1928:

Elementary schools—
 Wheatley playground.
 Peabody playground.
 Junior high schools (none).

Building and land items not yet appropriated for:

Elementary schools—	
Kenilworth	4
Benning playground.	
Ludlow playground.	
Carbery playground.	
Junior high schools—	
Vicinity of Kingsman site.	
Vicinity of Kingsman	12
	<hr/>
Total	16

SEVENTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—Appropriation act, 1928—Bryan	6
Junior high schools—Appropriation act, 1927—Hine	7
	<hr/>
Total	13

Land items purchased through Sept. 30, 1928:

Elementary schools—Ketcham-Van Buren playground.
 Junior high schools—None.

Building and land items not yet appropriated for:

Elementary schools—	Classrooms
Buchanan-----	4
Lenox site.	
Lenox-----	4
Cranch playground.	
Junior high schools—None.	
Total-----	8

EIGHTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	
Appropriation act, 1927—Amidon-----	4

Appropriation act, 1929—Appropriation for Amidon transferred to S. J. Bowen.

Junior high schools—None.

Land items purchased through Sept. 30, 1928: None.

Building and land items not yet appropriated for:

Elementary schools—	
Fairbrother site.	
Fairbrother-----	12
Toner playground.	
Junior high schools—	
Jefferson site.	
Jefferson-----	12
Total-----	24

TENTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	
Appropriation act, 1926—Bruce-----	8
Appropriation act, 1928—Wilson plans.	
Appropriation act, 1929—Wilson-----	8
	16

Junior high schools—

Appropriation act, 1926 } Francis-----	12
Appropriation act, 1927 }	
Appropriation act, 1929—Francis-----	6

18

Total----- 34

Land items purchased through Sept. 30, 1928:

Elementary schools—	
Bruce site.	
Wormley playground.	
Montgomery playground.	

Junior high schools (none).

Building and land items not yet appropriated for:

Elementary schools—	
Wilson site.	
Military Road-----	4
Phillips-----	8
Reno-----	4
Garrison site.	
Garrison-----	8
Stevens playground.	
Sunmer-Magruder playground.	
Junior high schools (none).	

Total----- 24

ELEVENTH DIVISION

Building items appropriated for through June 30, 1929:

	Classrooms
Elementary schools—	
Appropriation act, 1927—Smothers.....	4
Appropriation act, 1929—Burrville	8
	<hr/>
	12
Junior high schools—	
Appropriation act, 1927 } Garnet-Patterson.....	12
Appropriation act, 1928 }	
	<hr/>
Total.....	24
	<hr/>

Land items purchased through Sept. 30, 1928:

Elementary schools (none).	
Junior high schools—Garnet-Patterson site.	
Building and land items not yet appropriated for:	
Elementary schools—	
Smothers site.	
Deanwood	8
Crummell	6
Slater-Langston playground.	
Deanwood site and playground.	
Junior high schools—None.	
Total.....	14

TWELFTH DIVISION

Building items appropriated for through June 30, 1929: None.

Land items purchased through Sept. 30, 1928:

Elementary schools—Health-school site.	
Junior high schools—None.	
Building and land items not yet appropriated for:	
Elementary schools—	
Banneker playground.	
Douglass-Simmons playground.	
Douglass-Simmons gymnasium-assembly.	
Jones playground.	
Health school.....	8
Junior high schools—None.	

THIRTEENTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—	
Second deficiency, 1925—Bell.....	8
Appropriation act 1929—Old Bell-Cardozo.....	8
	<hr/>
	16
Junior high schools—Second deficiency, 1925—Randall.....	3
	<hr/>
Total.....	19
	<hr/>

Land items purchased through Sept. 30, 1928:

Elementary schools—Old Bell-Cardozo site.	
Junior high schools—None.	
Building and land items not yet appropriated for:	
Elementary schools—	
Giddings-Lincoln site.	
Giddings-Lincoln.....	16
Birney site.	
Lovejoy gymnasium-assembly.	
Lovejoy site.	
Lovejoy	8
Payne playground.	
Syphax.....	4
Junior high schools—None.	
Total.....	28

2. VOCATIONAL SCHOOLS

The 5-year school building program act authorizes the construction of an 8-room addition to one of the vocational schools. As indicated below, this appropriation has already been made.

Classrooms

Building items appropriated for through June 30, 1929: Appropriation act, 1928: M. M. Washington-----	8
Land items purchased through September 30, 1928: M. M. Washington site.	
Building and land items not yet appropriated for—None.	

3. HIGH SCHOOLS

The need for additional accommodations for high-school pupils is met in the 5-year school building program act by provision for the construction of junior high schools and additional high-school accommodations. Accordingly, the estimated capacity of each junior high school for pupils of grade 9 is included in the following tabulation.

The 5-year school-building program act authorizes the construction of accommodations for 5,820 high-school pupils. Appropriations have been made through June 30, 1929, for 3,420 high-school pupils, leaving a balance of 2,400 pupils yet to be provided for. The following table summarizes by divisions the classrooms authorized in the 5-year building program, the classrooms appropriated for through June 30, 1929, and the classrooms not yet appropriated for.

Building items appropriated for through June 30, 1929:

Junior high schools—		Pupils
Second deficiency, 1925—Randall-----		75
Appropriation act, 1926—Macfarland-----		100
Appropriation act, 1926—Stuart-----		225
Appropriation act, 1926 } Francis-----		225
Appropriation act, 1927 }		
Appropriation act, 1927—Hine-----		70
Appropriation act, 1927 } Gordon-----		225
Appropriation act, 1928 }		
Appropriation act, 1927 } Garnet-Patterson-----		225
Appropriation act, 1928 }		
Appropriation act, 1928 } Langley-----		150
Appropriation act, 1928 }		
Appropriation act, 1928—Paul plans.		
Appropriation act, 1929—Paul-----		225
Appropriation act, 1929—Francis-----		100
		<hr/>
		1, 620

Senior high schools—		
Second deficiency, 1925 } McKinley-----		1, 800
Appropriation act, 1926 }		
Appropriation act, 1927 }		
Appropriation act, 1928 }		
Appropriation act, 1929 }		

Total----- 3, 420

Land items purchased through Sept. 30, 1928:

Senior high schools—Dunbar, land for athletic field.

Building and land items not yet appropriated for:

Junior high schools—

	Pupils
Reno	225
Brookland-Woodridge	225
Vicinity of Kingsman	225
Jefferson	225

900

Senior high schools—

Business	<u>1, 500</u>
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Armstrong site.

Dunbar, grading athletic field.

Western, grading athletic field.

Total	<u>2, 400</u>
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